



2022  
—  
2025

Policy adopted: March 2017

Last review date: March 2022

Next review date: March 2025

Signed by: Mr J. Cassin.  
Position: Chair of Governors

A handwritten signature in black ink, appearing to read "J. Cassin".

**ACCESSIBILITY PLAN 2022-2025**



Saint John Henry  
**Newman Catholic College**

**LOVE** ONE ANOTHER

**FAITH** IN OUR COMMUNITY

**COURAGE** TO DO THE RIGHT THING

**VOCATION** TO MAKE A POSITIVE CONTRIBUTION

**SERVICE** TO LOVE YOUR NEIGHBOUR AS YOURSELF

**DIGNITY** TO TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED

**EXCELLENCE**

“We strive to have the courage to celebrate  
and live our Christian Faith,  
in love and service to all others,  
to achieve dignity and excellence”

We monitor the impact of all policies on students, staff, parent and governors with particular reference to the impact on the attainment and wellbeing of students.

As a Roman Catholic College we believe that our policy should reflect our mission statement, which calls us to love and honour the dignity of every individual.

## Contents

<b>1. Aims</b> .....	4
<b>2. Legislation and guidance</b> .....	4
<b>3. Current Good Practice</b> .....	4
<b>4. Action Plan</b> .....	5
<b>5. Monitoring arrangements</b> .....	8
<b>6. Links with other policies</b> .....	8

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the college to enable disabled students to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled students

The college aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. The college prides itself on being a fully inclusive school. Policy, procedures, and practices within the college ensure that the needs of all students are addressed in every aspect of college life. For students with disabilities, reasonable adjustments are made to policy and practice to ensure that they are not placed at a disadvantage compared to their peers.

The plan will be made available online on the college website, and paper copies are available upon request.

The college is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in college, this procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. Current Good Practice

### Curriculum Participation

- The Universal Offer is the core framework for classroom practice. This requires all teachers to 'know your learners' and plan for their individual needs so that all students can access the curriculum.
- Reasonable adjustments are made to enable students with a disability to access the taught and extended curriculum. This may include, but is not limited to practical aids, assistive technology, specialist equipment or additional adult support. These adjustments are made following full discussion with the student, parents, and any relevant external agencies as appropriate.
- Pathways at Key Stage 4 provide a differentiated curriculum offer according to the needs of the student/s.

## Information

The college ensures that students and parents are provided with information in a format appropriate for their individual needs. This may include, but is not limited to, use of visual aids, pictorial or visual representations, large print resources, dyslexia friendly fonts, coloured paper, and audio.

## Physical Environment

The college occupies a modern building built in 2012. All access points are accessible for those with mobility aids/wheelchairs. There are disabled parking spaces at the front and rear entrances to the building. All floors of the building are accessible by lift. There are accessible toilets at the front entrance, in the central forum and all hub spaces within the building, these are fitted with handrails and emergency pull cords. There are several desks throughout the building that be raised or lowered as appropriate. The college has purchased specialist chairs for students who require them both for classrooms and science labs. Evac beds are located on all floors in emergency stairwells with Personal Evacuation Plans in place for those students and staff who require them. Individual risk assessments are made for individual students and staff as required to assess risk of movement within the building. The emergency alarm system incorporates both sound and flashing lights. Parents of students with a disability are provided with car park passes to always enable access to the college car park.

## 4. Action Plan

This action plan sets out the objectives of our accessibility plan in accordance with the Equality Act 2010.

### ***Objective 1: to increase the extent to which students with disabilities can participate in the curriculum***

Target	Strategies	Responsibility	Timeframe	Success criteria
Successful transition for students with disabilities	To liaise with primary schools, parents, and any relevant external agency to identify any student/s with a disability.  To ensure that a support plan is co-produced prior to the student being taken on roll and ready for implementation in September.	AHT Inclusion AHT KS3 and Transition	September 2022/23/24	Students with disabilities are identified at transition.  Effective support and provision is made from the start of year 7.
Statutory policies reflect inclusive practice.	To ensure that all statutory policies are routinely reviewed to ensure they comply with relevant legislation and guidance.	Senior Leadership Team and Governors	As per the annual policy review schedule	All policies are statutorily compliant.
All staff are provided with information on additional needs and disabilities and strategies to support them.	CPL for all teaching and teaching support staff to address quality first teaching and SEND.  Student profiles are in place for all students with a minimum of two review points each academic year.	TDT team  DHT Standards  AHT Inclusion	Ongoing	Students with additional needs and/or disabilities have full access to the curriculum.

To make routine the use of student voice to plan, monitor and review college policy, practice, and procedure.	Senior Leaders to undertake training on 'shared decision making' facilitated by the Local Authority well-being team. To use platforms of senior students, student chaplains, student council and wellbeing ambassadors to enable student opinion to be collated on a range of college issues e.g., DELTA monitoring, policy creation, recruitment, rewards policies etc.	Senior leadership Year Leaders	March 2023	Students are given a voice in areas of college life that directly affects them including college self-evaluation and whole college improvement.
To ensure that students with a disability can attend extracurricular activities including trips and visits external to the college.	Completion of risk assessments. Funding for any specialist equipment or additional adult support.	Trip / visit organisers AHT Inclusion Director of Support Services	Ongoing	Students with disabilities can access all extracurricular opportunities.
Ensure succession planning for all vital student support roles to ensure constant expertise within the college	Use of staff appraisal to identify CPL needs of teaching and support staff. For an additional member of staff to undertake the National Award for Special Educational Needs Co-ordination.	Headteacher Director of Support Services	Summer term 2025	Additional staff expertise and capacity is created.

***Objective 2: Improve the physical environment to increase access to education by disabled students.***

<b>Target</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Outcomes</b>
PEEPs in place for all relevant students	Review of current PEEPs and updates.	AHT Inclusion Facilities Manager	Immediate and ongoing	PEEPs are in place for all relevant students.
EVAC bed and chairs used for all Evacuation procedures	Refresher training for relevant LINK staff. Staff to be identified at each EVAC bed/chair staircases to undertake relevant training. Review of fire drill, evacuation and in-vacuation procedures to ensure	AHT Inclusion Facilities Manager	September 2022	Procedures in place for swift and safe in-vacuation and evacuation of disabled students and staff.

	appropriate procedure is identified for all disabled students.			
To ensure that medical and health needs of all students are planned for and met	Annual audit of student health needs. Parental questionnaires. Annual audit and review of all IHPs. First Aider training to ensure appropriate number of staff are First Aid Trained. Liaison with, and training from School Health Adviser and other relevant health professional as relevant.	AHT Inclusion Facilities Manager	Ongoing	All health and medical needs of students are met through appropriate planning and training for staff.
Improve the physical environment of the college buildings and grounds	The college will take account of the needs of students, staff and visitors with disabilities and physical/sensory impairments when planning and undertaking any future improvements and/or refurbishments of the building and site. Annual accessibility audit.	Director of Support Services	Ongoing	The building and site continue to provide full accessibility for students, staff, and visitors.

**Objective 3: Improve the delivery of information for students with a disability**

Target	Strategies	Responsibility	Timescale	Outcomes
To extend the use of assistive technology	SENCO and Learning Support Manager to liaise with external agencies such as Occupational Therapy, HI and VI service to investigate available technology and software.	AHT Inclusion Network Manager	By March 2023	Students can make use of the latest assistive technology to ensure full access to the curriculum.
To ensure that information is provided to parents in a format that is appropriate	Use a variety of communication platforms for parents including written, audio, in person and virtual.	Senior leaders	Ongoing	Students and parents can access information provided by the college.

and accessible.				
To enable improved access to written information for students	<p>Use of the Hemingway app to ensure written information is appropriate for reading age and ability.</p> <p>To extend the use of the pictorial exchange communication system (PECS) for students with communication difficulties.</p> <p>To provide differentiated materials using different font size and style, overlays, coloured books, worksheets, and exams.</p>	<p>AHT Inclusion</p> <p>All teachers and teaching support staff</p> <p>Exams Officer</p>	Ongoing	Students can access written information.

## 5. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

## 6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs (SEND) policy and information report
- Supporting students with medical conditions policy



<b>Name of policy:</b>	Accessibility Plan
<b>Statutory/ Non Statutory status:</b>	Statutory
<b>Original or Adopted from:</b>	Newman College
<b>Policy Owner/ Responsibilitites:</b>	Mrs K Diveney (Assistant Headteacher)
<b>Approver(s) and Governors panel if applicable:</b>	Behaviour, Safety & Wellbeing
<b>Original Policy date:</b>	
<b>Review timeline:</b>	3 years
<b>Version/Date:</b>	