

Accessibility Policy and Plan

Cardinal Newman Catholic High School



DIOCESE of
SHREWSBURY



CARDINAL
NEWMAN
CATHOLIC HIGH SCHOOL

Approved by: J Langstaff

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Next review due
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1. Introduction

1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice. These acts require the school to develop a plan to show how it will develop services in the following three areas:

- a) To increase the extent to which disabled students can participate in the school's curriculum.
- b) To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- c) To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

2. Purpose/Aims

2.1 The school is an inclusive community where all students, including those with disabilities, are supported and challenged to fulfil their potential.

2.2 All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life.

2.3 To ensure all disabled students are fully involved in school life.

2.4 To identifying barriers to participation and find practical solutions to overcoming these.

2.5 To work collaboratively with disabled students and their parents/carers to create appropriate provision, including EHCPs where appropriate.

2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.

2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

3. Definitions

3.1 Definition of Disability (Equality Act 2010)

“A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities.”

3.2 Definition of Special Educational Needs (SEND Code of Practice)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

4. The Accessibility Plan

4.1 The school is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in all aspects of school life and that barriers to learning are removed.

4.2 Students with (Special Educational Needs or Disability) SEND are given access to the full curriculum and are supported by the SEND team. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

4.4 The SEND Policy, Local Offer and SEND Report outline the provision the school already has in place to support students with SEND. This includes:

- a) Early Identification of SEND through liaison with feeder schools and screening via Lucid Exact.
- b) Individual provision and the SEND register.
- c) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical updates and student/parent feedback.
- d) Listening to students' and parents'/carers' views and taking them into account in all aspects of school life.
- e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
- f) In-class support or guidance from teaching assistants.
- g) Specific specialist intervention programmes to build skills and accelerate progress
- h) Specialist advice from other professionals (e.g., Speech and Language Therapist, Educational Psychologist, School Nurse, Occupational Therapist, visual and hearing-impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- i) Special access arrangements for internal and external exams.
- j) Specific target setting and monitoring to ensure all students with SEND make at least expected progress.
- k) Ongoing home-school liaison.
- l) A structured and dedicated transition programme for vulnerable students
- m) Specialist advice and guidance to support transition

4.5 The school environment already incorporates many features to ensure accessibility to students with disabilities. These include:

- a) Ramps

- b) A specialist SEND area, with small, quiet and calm learning spaces.
- c) Disabled toilets.
- d) Customised furniture and/or equipment.
- e) Specialist resources, including digital technologies.
- f) Guiding in emergency evacuation.

4.6 In addition, teachers are given advice on how to arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

4.7 Teachers and TAs consider the needs of each SEND student and provide accessible learning resources for them.

4.8 In addition, the school makes the following available as appropriate:

- a) Laptops and other assistive digital technologies.
- b) Coloured overlays for text.
- d) Tactile resources.
- e) Readers and/or scribes in exams, where appropriate

Further development

4.11 The following opportunities to improve further will be explored:

- a) Opportunities provided by assistive digital technologies.
- b) Improvements to reception facilities and external areas
- c) Access to classrooms on the second floor

5. Responsibilities

5.1 All staff are responsible for removing barriers to learning for disabled pupils.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Governing Body is responsible for the approval of this plan.

5.4 The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

6. Review

6.1 This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every year. The views of disabled students and parents feed into the review.