

WHOLE SCHOOL POLICY

ACCESSIBILITY POLICY, REPORT AND PLAN



Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*

Policy: Accessibility – policy, report and plan		
Type: Statutory	Website: Yes	Author: N Hamnett
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LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEN\(D\) Code of Practice](#) particularly section 6, and the following legislation:

- [Part 3 and section 69\(2\) of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and/or disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), regulation 51, which set out schools' responsibilities for education, health and care (EHC) plans, SEN(D) coordinators (SEN(D)COs) and the SEN(D) information report

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1. Aims

The purpose of this policy and plan is to demonstrate how St Cuthbert's RC High School, intends to increase the accessibility of our school to all students, particularly those with disabilities. We are committed to providing an environment that enables full curriculum access to all students to ensure that they can be the best that they can in everything they do. Our school values include all students, staff, families and visitors. We are committed to working with students and their families' to remove any barriers that they may face. This policy sets out our current practice and intended next steps to:

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

Our school aims to treat all of our students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The school is part of the Rochdale local authority and the St Teresa of Calcutta Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Vision and values.

St Cuthbert's Roman Catholic High School is a caring, diverse, Catholic high school with core values centred upon the life and teachings of Jesus Christ. We ensure that God is known to every student and every student is known to us. We welcome families from all faiths to join us and work together to create a safe, happy learning environment where all young people can achieve their full potential. We are proud to be at the centre of our local Roman Catholic community with strong, effective links with our Catholic partner primary schools and sixth form colleges. Our diligent, talented and committed staff at St Cuthbert's work closely with parents, carers and individual students to ensure they fulfil their academic potential. This is central to what we do; helping our students to use their God given talents so that they leave us as well qualified, well rounded, respectful citizens who have a positive contribution to make to their community. All of our students have gifts and talents that we always look to develop and celebrate we are committed to ensuring our students leave St Cuthbert's with the skills, qualifications and confidence that they need to success in their choice of further education or employment. We recognise that many of our students are gifted in many different ways and it's not just in the classroom where achievement flourishes. We come together regularly as a school community to recognise and reward students for all they achieve and the positive contributions they make to our school.

St. Cuthbert's R.C. High School is an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every student matter. Our aim is to proactively strive to meet students' individual needs and include all students in all aspects of school life. We strive to ensure a positive inclusive learning environment that reduces inequality. All staff aim to identify and eliminate barriers to learning, wherever possible, and to promote equality and reduce prejudice and discrimination. We are committed to ensuring that staff are trained in equality

issues with reference to the Equality Act 2010, including understanding disability issues. We aim to offer new opportunities to students who may have experienced difficulties previously and to identify needs as they arrive at St Cuthbert's to allow all students to reach their full potential. Our SEND team ensure that all student's individual learning needs are catered for. The specialist, knowledgeable and experienced team work alongside students, parents, carers, staff and other stakeholders to ensure that all students can access all they need to achieve their potential. Where a student's needs are shared prior to moving to high school we collaborate to ensure that students have a pupil passport so that staff know how to meet their individual needs within lessons. Experienced staff support learning in the classroom, deliver personalised intervention programmes and promote positive attitudes and behaviour. The SEND area in school is also home to a break and lunch club where students can access activities and socialise in a quiet, supportive environment. We endeavour to support all of our students.

Provision for children with disabilities is inclusive and allows for reasonable adjustments to be made to support learning and wellbeing of our students, regardless of need. This does not mean that we will treat all students in the same way but that we will respond to their individual needs and support personalised learning plans.

At St. Cuthbert's we pride ourselves on the excellent quality of our pastoral care. All staff are committed to supporting and caring for our students to ensure they are safe, happy and successful. We have an excellent pastoral system with Form Tutors being the focal point of contact in our partnership with parents. Each student is assigned a Form Tutor who sees the student every morning and is a consistent point of contact, taking responsibility for the student's pastoral wellbeing. Good behaviour and achievement are recognised through our rewards system and we regularly celebrate students who live out our four core values of Catholic, Aspiration, Respect, Excellence. A culture of respect is actively promoted in our school. Our anti-bullying policy establishes the right for every child to feel safe and confident, making it clear that any deliberate behaviour that upsets or distresses another student will not be tolerated. Trained Peer Mentors play a crucial role in helping our younger students settle into 'The St Cuthbert's Way' acting as 'buddies' around the school. We are committed to preparing our students to become healthy, responsible and mature young people of the future. Our students are positive role models who are actively involved in, and consulted with, regarding all key aspects of their learning.

The school supports actively seeks out and develops any available partnerships to develop and implement the plan. The school works closely with Rochdale additional needs service (RANs) to collaboratively adapt and review provision for students with disabilities, alongside sourcing advice from the educational psychology service, health and other organisations as appropriate to improve our accessibility for students.

3. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) , that all schools must have an accessibility plan, and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). This states that ‘schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation’.

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.

This policy complies with our funding agreement and articles of association.

In order to comply with legislation, this policy and plan:

- Is renewed every three years
- Is Approved by the Governing Body
- Ensures that the school is meeting its duty under the public sector equality duty (PSED)

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

4. Action plan - This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Success criteria	Actions to be taken (include dates if appropriate)	Person responsible
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> ➤ Students are taught in sets based on ability allowing for lessons to be planned and delivered at different levels. ➤ Our school offers a differentiated curriculum for all students. ➤ The curriculum model enables an adapted curriculum pathway model and a literacy model at KS3 (currently year 7 and 8) for students working significantly below expected levels ➤ We use resources tailored to the needs of students who require support to access the curriculum. ➤ Curriculum resources include examples of people with disabilities. ➤ Curriculum progress is tracked for all students, including those with a disability. ➤ Targets are set effectively and are appropriate for students with additional needs. ➤ The curriculum is reviewed to ensure it meets the needs of all students. ➤ Students are all offered a broad and balanced curriculum ➤ There are no areas of the curriculum 	Maintain access to curriculum for students with accessibility needs	Students have access to the full, broad and balanced curriculum with reasonable adjustments. In very rare cases this may include withdrawal from particular subjects based on meeting their individual needs.	Regularly review access to the curriculum for individual students (annually, individual reviews as and when required) Monitor data for year groups and identify patterns and trends and next steps to ensure accessibility to the curriculum	SLT All staff SENDCO/ ASENDCO
				Parent/ student drop ins to discuss and improve accessibility to the curriculum (termly) Parent evening supported by SENDCo/ ASENDCo These will then be shared and discussed with the curriculum lead where appropriate	SENDCO/ ASENDCO
				Regularly review and adapt where appropriate personalised timetables to ensure curriculum access in line with student's needs (as and when required, annually) this includes intervention provision, BOOST subject withdrawal, hybrid timetables and where referred and accepted the inclusion provision	SLT SENDCo/ASENDCO Inclusion lead

	<p>to which students with a disability have limited or no access at the moment.</p> <ul style="list-style-type: none">➤ There is a genuine commitment to ensure the participation of students with a disability in off- site activities➤ Students with additional needs are included and have many achievements in extra-curricular activities➤ Observations and reviews demonstrate that students with disabilities are accessing the curriculum➤ Staff are receptive to suggestions and advice from internal and external sources to improve students access to the curriculum➤ Withdrawal from subjects is in rare, exceptional cases and only ever in students’ best interests➤ Student passports are in place and are used for students with SEND➤ Where appropriate care and/ or learning plans are in place and are used for students with SEND➤ Training is run at least termly on SEND➤ Training is run at least termly on medical conditions➤ Regular training on equality➤ Increased recruitment of staff within the SEN department➤ Additional educational psychology	New needs are identified and met and that have access to curriculum and extra-curricular activities	Where students have new needs, they are efficiently and effectively identified and shared with stakeholders to ensure continued, and where necessary, improved access to the curriculum	Staff, parent and student referral pathways for potential needs to ensure information is shared and needs are identified	All staff
				Improved SEND testing to identify needs more specifically to enable more targeted provision	SENDCo/ASENDCO
				Parent and student drop ins to discuss concerns and new needs and accessibility	SENDCO/ASENDCO Health and wellbeing officer
				Individual meetings as appropriate to look at accessibility needs.	
		Ensure continued access and communication to ensure continued access to extra-curricular activities	All students have access to trips and extra-curricular activities. Reasonable adjustments are in place for ensure and facilitate this.	Student passports to share information effectively with staff to ensure accessibility and adaptations within the curriculum.	SEND team
				All students to have access the extracurricular activities and to trips	Health and wellbeing officer
				Where appropriate trips to be planned with the health and wellbeing officer/ SEN team to ensure adaptations and support are in place to ensure accessibility for all students.	
				Reasonable adjustments in place to ensure accessibility to trips and extracurricular activities	
				Planned	Timetabling is

	<p>time purchased to improve our understanding of students needs</p> <ul style="list-style-type: none"> ➤ Increased referrals to and collaboration with outside agencies to ensure students' needs are met for example, #thrive, school nurse, CAMHS, occupational therapy, acute needs team, Kooth ➤ Planned changes and improvements to the intervention offer of the school ➤ Individual needs of students are responded to in a planned and incidental way to ensure reasonable adjustments are made quickly and appropriately. 	curriculum to reduced movement and fatigue	sensitively planned to meet students' needs.	within school identified	SENDCo/ASENDCO
				Timetable planning considered to reduce movement where possible within the school day	
				Where students have temporary accessibility needs a plan will be created to meet their individual needs and maintain curriculum access as much as possible, for example, temporarily in a wheelchair following an operation	Health and wellbeing officer
		Review and implement extended/ adapted provisions for students with sensory and/or physical disabilities	Improved the provision for students with sensory and/or physical difficulties and disabilities	SEN team to write and develop student passport to share with teaching staff	SEN team
				SEN team to deliver training to improve staff knowledge and confidence through CPD	SLT
				Develop and review sensory interventions including the sensory room	Health and wellbeing
				Develop and review gross and fine motor skills, interventions and adaptations to the curriculum as necessary	Inclusion team
		Review and implement extended/ adapted provisions ICT equipment for	The range of ICT equipment with increase to suit students' needs	Regular reviews of ICT equipment provision with students	SENDCo/ASENDCo
				Improved student training in the use of ICT provisions	
				Offer a wider range of ICT provisions for	

		students with SEND	Evidence of improved use ICT equipment being used in assessments and lessons to effectively meet students' needs.	students including as appropriate, laptops, iPad, reader pens. Regular observations of students' use of ICT in lessons and assessments to ensure its effectiveness.	
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> ➤ Regular contact with the site team and health and safety team to improve incidental access for individual/ group access. ➤ Students with lift access have lift passes to independently access and use these. These can be permanent or temporary as needed ➤ Students can be allocated a temporary or permanent early pass to allow them to move around the school at quieter periods ➤ Students have exit passes or time out passes to support them to manage their needs 	Regular checks and reviews of all equipment	All equipment will be regularly serviced and kept in good working order	Equipment checked regularly (at least termly)	SEND team in collaboration with RANS/ NHS and wellbeing officer
				Equipment that requires servicing will be serviced annually.	
				All staff to report any issues with equipment and any need for new/ different equipment to SEN/ health and wellbeing	
				Regular review of the equipment in place and the needs of the students to ensure that all equipment required is in place	
	<ul style="list-style-type: none"> ➤ The school has a sensory room and a BOOST break and dinner club which students with additional needs can access at break and dinner, for planned sessions and incidentally for those who need it. ➤ An increase in the use of sensory resources across school to support students. 	Regular reviews of the building to ensure that they are safe and accessible	Ensure that accessibility is safely maintain and ensured	All staff to report any concerns around accessibility to the site team	All staff
				The site team to review accessibility seeking advice where needed from others	
				Annual accessibility audit to identify any areas for development or concerns	

	<ul style="list-style-type: none"> ➤ Hearing loop system in school for announcements/ talks in the hall/ chapel ➤ Training for staff in specific equipment for individual students as needed and where appropriate in collaboration with outside agencies ➤ Reasonable adjustments are where possible planned for all students and are met incidentally in response to students' needs. ➤ Regular checks by the site team to sure that accessibility is maintained safely. ➤ The environment is adapted to the needs of students as required. This includes: Ramps Elevators Disabled parking bays Accessible toilets and changing facilities Rise and fall tables and equipment in department classrooms Equipment sources for specific needs e.g. visual impairments Regular collaboration with RANS to review equipment and the physical environment to ensure it meets individual student needs Equipment storage in school Clinical waste facilities Medical room with rise and fall bed and shower facilities 	Use feedback from students and parents/ careers with reduced accessibility to improve individual access to the building	Individual student's accessibility needs are met and accessibility to the school building is improved.	Student voice collected from students who have accessibility needs	SENDCO/ ASENDCo
				Drop in and supportive coffee mornings used to collect parent and career feedback to improve accessibility	SLT
				Where necessary create individual care plans to ensure reasonable adjustments and accessibility.	Health and wellbeing officer
				Creation of a specifically build SEND provision which enables intervention spaces, break out spaces and time in spaces to be centrally located and easier for students to access. Ensure students and staff are aware of the facilities and provision within the new build	SLT

Improve the delivery of information to students with a disability	➤ Student passports to share students' needs and adaptations/ reasonable adjustments needed	Review and improve information collection and sharing for students with disabilities	Improved transparency around information and more effective use of information to meet students' needs.	Information to be requested for students and families to identify which students have disabilities	SEND team
	➤ Large print resources available			Transition information to be collected for incoming year 6s and collated and shared with staff prior to Autumn term to ensure continued provision	SLT
	➤ Support from RANS to ensure information is accessible			Transition information to be collated and shared with post 16 providers to ensure continued provision	Site team
	➤ Developing the use of class charts and provision maps to share information with students, families and staff to ensure clear information delivery			Create and monitor an updated disabilities register including identifying provisions	Inclusion team
	➤ Regular staff updates around specific students, needs and medical conditions to increase staff awareness			Student passports and care plans to be written as required and shared with all staff, parents/ students class charts and/ or provision maps software to ensure appropriate provision is in place	Health and wellbeing officer
	➤ Visual timetables are available for students			Improved signposting to support services for students and families with disabilities eg sleep clinic, OT drop ins, neurodiversity hub	
	➤ Improved information collection and collation from primary schools to support transition			Improved communication for support groups and advice for students with medical conditions and disabilities	
	➤ Improved information sharing for accessibility, medical conditions and SEN using the school website			Deliver training to improve staff knowledge and confidence through CPD	
	➤ Facebook used to informally share advice and support events both within school and by external providers.				
	➤ Information provided in alternative methods on request				
	➤ Information is continuously developed and reviewed to ensure that it is up-to-date, relevant and effective				
	➤ Student voice used to review how				

	<p>accessibility can be improved</p> <p>➤ Student, parent and visitor needs can be adapted to through reasonable adjustments when school is aware of their needs</p>				
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5. Monitoring arrangements

The accessibility policy and plan will be resourced, implemented, reviewed and revised as outlined in the action plan about. The policy and plan will be renewed at least every 3 years. It will be reviewed by the SENDCo, headteachers and the governing body.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

It will be approved by SLT and the governing body

6. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives statement
- Special educational needs (SEN) information report
- Special educational needs (SEN) policy
- Supporting students with medical conditions policy
- Behaviour management policy
- Curriculum policy
- School prospectus

Appendix 1 – accessibility facilities overview

Overview

- School is split over two sites
- Multi storey main building
- Vertical lift in main building
- Annex buildings are accessible

RANS support

Where appropriate we collaborate closely with the Rochdale additional needs service, this is across their various teams including

- Physical disability
- Visual impairment
- Hearing impairment
- TASC (communication and social difficulties, particularly ASC)

Facilities

- Accessible toilets on each floor and in each building
- Height adjustable tables in most rooms and departments
- Height adjustable cookery equipment in technology
- Height adjustable equipment in material technology
- Ramped access to most outdoor areas
- Disabled parking
- Evacuation chair
- Ramped access to sports facilities
- All corridors and doors are wide enough for wheelchair access
- Most classrooms are carpeted to reduce echo
- Student passports are in place to inform all staff working with a student what reasonable adaptations are needed
- Medical room
- Rise and fall changing bed
- Clinical waste facilities

Additional information

- We have a health and wellbeing officer, Kelly Fairbrother, who works in collaboration with students, parents, the BOOST (SEN) team and wider staff to support students with medical conditions in school
- We have health care plans in place for students where appropriate
- Training is run for staff on a range of medical and physical needs
- Staff are trained in use of the evacuation chair
- Information shared with all parents of students on the SEN register about joining the local authority's disability register.