



# **Accessibility Policy**

Committee Responsible – SLT  
Last review: 2020/2021  
Next Review: (3 year cycle) 2022/2023

## Access Plan 2020/2021

St Peter's Catholic School is committed to providing premises that are suitable and sufficient for their educational purpose and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

This Plan sets out the planned programme of actions, evaluation and review which aim to improve access to the curriculum for students with special needs and disabilities. This Plan operates alongside the school's Inclusion policy and is consistent with it in terms of principles and approaches to resourcing.

Equally, the school is conscious of the need to be open and accessible to any parents, siblings, carers or members of staff as well as visiting inspectors, peripatetic teachers, volunteers, Governors and all manner of stakeholders who may have a disability or additional requirement.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas:

1. Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities, that target setting is effective and appropriate for these pupils and that classroom organisation is planned to maximise learning opportunities (note that this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum);
2. Ensure that the needs of students with SEN and disabilities are fully supported with reasonable adjustments and access arrangements for examinations, in accordance with the Equality Act 2010 (see *Examinations Policy* for the centre's procedure).
3. Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students;
4. Make available written material usually provided to all pupils, in an appropriately presented form, to disabled students, including pictorial and oral formats.

The action plan will be cross referenced as required to appropriate targets and objectives set out in the School Improvement Plan and reflected in the school's priorities for capital investment.

In respect of 1 the following process will be in place for identifying barriers

- Monitoring of class teaching, learning support and impact on progress
- Individual pupil provision reviews (SENCO)
- Feedback and input from parents and external agencies
- Governor visits

In respect of 2 the process for identifying barriers includes

- Monitoring of site accessibility by Head teacher and School Business Manager
- Feedback and input from parents and external agencies
- Governor visits

## ACCESS ACTION PLAN 2020/2021 onwards

	TARGETS	OVERALL PRIORITY AND JUSTIFICATION FOR PRIORITY
<b>ACCESS TO THE CURRICULUM</b>	<p>Continue with the ongoing programme of training for teachers on differentiating the curriculum</p> <p>Deliver required equipment to ensure access to all subjects</p> <p>Provide necessary/suitable teaching areas/spaces in light of assessed needs</p>	<p><b>Low Priority</b> as existing and new staff receive necessary training</p> <p><b>Medium priority</b> as ongoing requirement to monitor</p> <p><b>Medium priority</b> as ongoing monitoring following adjustments for a higher number of wheelchair users with increased needs</p>
<b>ACCESS TO ACCOMMODATION</b>	<p>To maintain clear access to all ramps and doorways as well as corridors and classrooms</p> <p>All relevant staff are trained in emergency evacuation</p> <p>Provide adequate access to teaching areas and amenities (as well as suitable amenities)</p>	<p><b>Medium priority</b> as no issues apparent with existing wheelchair users</p> <p><b>High priority</b> given H&amp;S aspect. Note that all relevant staff receive evac chair training</p> <p><b>Medium priority</b> as ongoing monitoring of the needs of an increased number of wheelchair users</p>
<b>ACCESS TO INFORMATION</b>	<p>Availability of written material in alternative formats.</p>	<p><b>Medium priority</b> Inclusion team monitor ongoing requirements</p>

### Specific comments on short term measures/planned works/identified works/completed - as at September 2020

- Various groundworks to drastically improve ramp access to several areas around the school site was completed during 2017 and 2018
- Additional disabled WCs were provided in the Bosco building - summer 2018
- Provision of a lift in Bosco building - summer 2018
- Groundworks to rear of dining hall and to improve accessibility in general - summer 2019
- Additional hand rail in St Peter's House – September 2020

- Planned works include
  - Installation of lift in Sancta Maria building - Autumn 2020
  - Additional disabled WCs to be provided in new Sixth Form teaching and study space - summer 2021
  - Re-modelling of existing WCs to incorporate disabled WC adjacent to dining hall - summer 2022 (subject to available budget)
  - Installation of magnetic locks to hold back heavier, internal doors - under constant review alongside recommendations from our fire risk assessment and subject to available budget

## Appendix to Plan

### Definition (Equality Act 2010)

“A person has a disability 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 carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. ‘Substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The EA 2010 definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes, or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

A significant number of pupils are therefore included in the definition.

### Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.