



# Accessibility Plan Policy

## Background

At Saint Cecilia's Church of England School, we are committed to working together to provide an inspirational and exciting learning environment that will 'ignite the spark of learning', for all children. Our core values of leading learning, love of learning, team and belonging endeavour to provide all members of the school community with a wide range of learning opportunities, whatever their ability or need. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

This Accessibility Plan seeks to ensure compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website.

## Objectives

Saint Cecilia's School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. The Accessibility Plan aims to improve access for disabled pupils, staff and visitors and seeks to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and

the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

This Accessibility Plan should be read in conjunction with the following other school policies, strategies and documents, including:

- Behaviour Management Policy
- Curriculum Policies
- Critical Incident Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Improvement Plan
- Disability and Special Educational Needs Policy
- Teaching and Learning Policy

Wherever possible, the Resources Committee will allocate resources to implementing the accessibility plan. However, with pressures on school funding, it may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

The Accessibility Plan will be monitored by the Resources Committee.

## Action Plan

### 1. Improving Physical Access

<u>Action</u>	<u>Success Criteria</u>	<u>Lead Person</u>	<u>Timescale</u>	<u>Update Feb 2022</u>
1.1 Corridors	Keep corridors clear from obstructions.	Premises Manager	Ongoing	Corridors inspected and kept clear daily
1.2 Internal Fire Doors	Automatic fire door holders, fasten internal doors open until the alarm sounds. Maintain current doors.	Premises Manager	Ongoing	Fire doors inspected and maintained annually.
1.3 Wheelchair access to reception	Investigate costs of installing automatic door openers to the main front doors.	Premises Manager	Jan 18	Initial quote indicates cost to be circa £25k. Funding

				pressures make this difficult to implement.
1.4 Access around building	<p>Ensure the lift is maintained and always working.</p> <p>Ensure staff provide passes or support to children who cannot manage the stairs can access MFL through the staff corridor.</p>	All	Ongoing	<p>Lift maintained annually and inspected daily.</p> <p>Ground floor access from new refectory courtyard to MFL planned in expansion project for summer 2023.</p> <p>Level 1<sup>st</sup> floor access maintained from main school to the new extension via a ramp.</p>
1.5 Emergency evacuation	<p>Test the use of muster points once per year during fire drills.</p>	Premises Manager	Annually	<p>Muster point signs being put in place.</p> <p>Cost of muster point call panels (to communicate between the 8 muster points and the fire panel is circa £8k.</p> <p>Personal emergency evacuation plans (PEEPs) created for pupils and staff who cannot access stairs during escape.</p> <p>Evacu8 chairs installed in 2019.</p>

				Fire drills undertaken termly.
1.6 Car Parking	Ensure dedicated disabled bays remain clear. Maintain lighting around the car parks and walkways.	Premises Manager	Ongoing	Regular site walks. New signage for disabled parking bays in Oct 2019.

## 2. Improving Curriculum Access

<u>Action</u>	<u>Success Criteria</u>	<u>Lead Person</u>	<u>Timescale</u>	<u>Update Feb 2022</u>
2.1 Increase access to the curriculum by: Continuing to ensure Quality First Teaching as outlined in the School Improvement Plan. Continue to ensure excellent deployment of teaching assistants across the curriculum to enhance accessibility	QFT seen and evident through learning walks. Effective personalisation seen through the QA process and through book monitoring. Effective deployment of LSAs seen through learning walks and the QA process.	SLT/SENCO	Ongoing Termly monitoring of planning and scrutiny of books	Observations of LSAs in the Autumn term annually. Ongoing training for LSAs Dept. meetings used (Mondays) to review good practice/share good practice
2.2 An effective, ongoing programme of Staff CPD Regular reviews of CPD need	CPD programme in place and well attended/high quality Ongoing audit of staff CPD need Review process used to develop future CPD sessions	SLT/SENCO	Ongoing 2017/18	CPD sessions take place during the Autumn term on Autism, Visual impairment, pupil focused training sessions.
2.3 Update systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parents and advocates	Views are discussed and new plans derived on a regular basis Regular meetings with parents/pupils to gather feedback	SLT/SENCO	Three times a year	See ongoing review programme of meetings Additional meetings for year 7 and 11 have been taking place by Assistant SENCO.
2.4 Update the systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and	Completion of evaluation of intervention/impact of reasonable adjustment SENCO feeds back to governors	SLT/SENCO	July 2018	Governors review this action plan in winter term annually.

report annually to governors	annually as part of review process			
2.5 To adapt and continue to develop high quality/effective interventions	Inclusion Co-ordinator/SENCO to audit current interventions and their success/impact on progress. Resources / Interventions and associated to be sourced following audit.	INCo/SENCO/SLT	Termly	Provision mapping package has been installed and all interventions are now reviewed using this package/impact is measured/tracked

### 3. Improving Communication

<u>Action</u>	<u>Success Criteria</u>	<u>Lead Person</u>	<u>Timescale</u>	<u>Update Feb 2022</u>
3.1 Availability of information in other formats and languages when requested	List of languages spoken and degree of fluency maintained in the office	Office Manager	Jan 18	Ongoing support. Requests in the last year have been provided by staff who have knowledge of the language.
3.2 Review information on our web site to ensure it is accessible to parents with English as an Additional Language	Review languages spoken by families and visitors and provide basic information of how to access the school in their home language.	Marketing Manager	Jan 2018	Reviewed regularly by the Marketing Manager.
3.3 Electronic communication	Increase the uptake of email communication and ensure it is in a format that parents/carers can access online translation services	Office Manager	Summer term	Most communication is now by email or through the App.

<b>Action</b>	<b>Committee</b>	<b>Date</b>
Review and Approve	Resources Committee	3rd February 2022
Next Review	Resources Committee	February 2023

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