



St Catherine's Catholic School

Accessibility Plan

Responsible Person	D Cunningham
Ratified by	Governing Body
Date Ratified	September 2020
Review Date	September 2023
Review Cycle	Every 3 years



ST CATHERINE'S CATHOLIC SCHOOL
MISSION STATEMENT

Life Faith Love Strength Unity Joy Togetherness Belief Success

ST CATHERINE'S
CATHOLIC
SCHOOL
aims to:

Be a vibrant, inclusive, Catholic community where there is mutual love, service and respect.

Offer opportunities to everyone on their unique journey to nurture their strengths and potential.

Encourage everyone to positively serve our society and the world by living our Gospel values.

Celebrate and empower women of the future.



1. Aims

St Catherine's Catholic School is committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors. We will challenge negative attitudes about disability and equality and continually strive to develop a culture of awareness, tolerance and inclusion.

St Catherine's Catholic School aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. We are an inclusive school, where all students are made to feel welcome and valued.

Our principles and values of equality and inclusion underpin all that we do at St Catherine's. We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. We believe that students should be provided with the opportunity to experience, understand and value diversity.

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

St Catherine's is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including disability issues.

The school supports any available partnerships to develop and implement the plan, working closely with the Archdiocese of Southwark, to maintain its ethos of inclusion and equality.

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 concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents and staff of the school. This will be done via regular questionnaires and post event evaluations.

1. Legislation and guidance

Under the Equality Act 2010, it is a requirement for schools to have an accessibility plan. This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department of Education's Guidance for schools on the Equality Act 2020.

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.

2. Purpose

The purpose of our plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the St Catherine's Catholic School to enable disabled students to take better advantage of the education, benefits, facilities and services we provide
- Improve the availability of accessible information to disabled students.

We aim to, as far as possible, to remove those barriers which are related to difficulties with:

- Physical co-ordination
- Mobility
- Continence
- Ability to lift, carry or move heavy objects
- Speech, hearing or vision
- Memory or ability to learn, concentrate or understand
- Perceiving risk of physical danger.

Overall, the Accessibility Plan will contain relevant actions to:

- Improve 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
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with disability are as equally prepared for life as their peers. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities and school visits. It also covers the provision of specialist aids and equipment, which can assist students in accessing the curriculum
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. Information will be made available in various preferred formats, within a reasonable timeframe.

3. Monitoring Arrangements

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

4. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives statement
- Special Educational Needs (SEN) information report
- Supporting pupils with medical conditions policy
- Risk assessment policy

5. Action Plan

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

Development Area	Targets	Strategies	Success Criteria	Responsibility
CURRICULUM ACCESS	To ensure all students have full access to the curriculum and extra-curricular activities	Classrooms and timetables are organised or adaptations made to the curriculum, to ensure the needs of disabled students and staff are met. If hiring transport, staff will ensure accessible vehicles are used.	Attendance and punctuality records demonstrate that vulnerable students are equally accessing curriculum. Take up to events and extra-curricular activities are not hindered by access barriers. Performance information of vulnerable students does not identify any trends relating to lack of access to the curriculum. Lack of specific subject take up at GCSE is not a reflection of poor access.	SLT Pastoral Team Attendance lead
	To ensure all staff can effectively deliver the curriculum to all students	Specific or adapted materials are used, where required. For example, the use of a laptop, specific chair or enlarged materials for the visually impaired.	Student progress and achievement in line with peers. Effective strategies in place to track and support vulnerable students.	SENCo SLT

		<p>SEN information and training provided for staff targeting differentiation and implantation.</p> <p>SLT responsible for overseeing tracking of vulnerable students and take up of extra-curricular activities.</p>	<p>Teaching and learning walks identify effective use of adapted materials to meet needs of students.</p> <p>Comprehensive training programme in place to ensure all staff are up to date and aware of potential barriers and how to overcome them.</p>	
	To promote positive attitudes to all	<p>Identified lead with responsibility for PSHEE content and delivery.</p> <p>Careers education embedded within school curriculum and independent careers advice sourced externally.</p> <p>Regular audit of resources used by students.</p>	No bullying or friendship issues relating to disability or equality.	<p>All staff</p> <p>SLT monitoring cycle and review of questionnaires</p>
PHYSICAL ACCESS TO PREMISES				
Students and Staff	As far as is practical, make all areas of the school site accessible to the disabled.	The school site is accessible. This is achieved by the use of ramps, a lift, disabled parking bays, disabled toilets and library shelves	<p>Regular building checks made with a specific focus on maintaining accessibility of the site.</p> <p>Questionnaires identify no issues with access to the building.</p>	<p>Site Manager</p> <p>SLT</p>

		<p>at wheelchair accessible height.</p> <p>Maintain the lift in good working condition.</p> <p>Maintain white strips on glazed areas for safety of visually impaired.</p>	<p>Accident book does not identify any accidents as a result of poor access.</p>	
Visitors	<p>Ensure disabled parents/visitors are able to access events and activities, including delivery of presentations/ training by external trainers.</p>	<p>Access arrangements included in all planning of events and for hiring purposes.</p> <p>Chaperone as a guide provided to any visitor to the school, if required.</p>	<p>Venue appropriateness checks made.</p> <p>Communication annually to parents reminds them to notify the school with regard to any special access arrangements or requirements.</p>	<p>Site Manager</p> <p>Pastoral support staff</p>
Fire and lockdown procedures	<p>Ensure fire and lockdown procedures meet the needs of all individuals</p>	<p>Fire risk assessments and procedures are reviewed annually to ensure any changes to individual needs are noted.</p> <p>Personal Emergency Evacuation Plans (PEEP) are completed for specific individual needs and generic plans for those with temporary conditions.</p>	<p>Fire drills indicate timely evacuation of the site.</p> <p>Annual practice of lockdown procedures indicate individual needs are fully met.</p>	<p>Site Manager</p> <p>SLT</p>

COMMUNICATION	To communicate clearly to all students, parents, staff and wider community	<p>Accessibility plan available on the school website and in hard copy from the office.</p> <p>Information provided electronically to allow enlarged fonts and varied colours.</p> <p>Parents and visitors with hearing impairments are emailed when communicating.</p> <p>Letters to new parents include queries relating to access arrangement needs.</p>	<p>Evidence around the school demonstrates the use of a range of communication methods, including internal signage, large print resources, induction loops, pictorial and symbolic representations.</p> <p>Parent feedback post events.</p>	
	To ensure all parents have equal access to stand for election	The timeline and process for Parent governor elections are communicated clearly, using the school's range of communication strategies.	<p>The procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people.</p> <p>Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the and they are able to participate fully in school life.</p>	The Governing Body