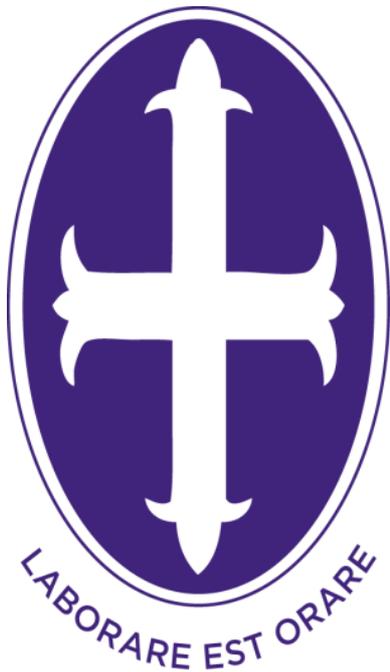


**ST HILDA'S**  
CE HIGH SCHOOL

## Accessibility Policy

Date Policy prepared: 3<sup>rd</sup> March 2020  
Governor Committee: Policy committee  
Policy agreed by committee:  
Date ratified by governing body:  
Policy reviewed by: KPR/JJ/LN/JC  
Date for next review (annual/2 yearly ): March 2022



# ST HILDA'S CE HIGH SCHOOL

VALUE		THE POLICY		
Wisdom	Hope	Community	Dignity	Equality
<p>At St Hilda's CE School, our values wisdom, hope, community, dignity and equality are at the heart of everything we do. Our expectations and standards are high. We want the very best for each of our students, irrespective of their starting points.</p> <p>Alongside a high-quality provision and a fully accessible learning environment, our students are nurtured to achieve and aspire.</p> <p>We want our students to leave with knowledge and skills which will not only create excellent life opportunities but will also prepare them exceptionally well for life beyond the school.</p> <p><u>The Accessibility Plan should be read in conjunction with</u></p> <ol style="list-style-type: none"> <li>1. The Admissions Policy.</li> <li>2. The School Prospectus.</li> <li>3. The Equality and Diversity Policy.</li> <li>4. The Behaviour for Learning Policy.</li> <li>5. The Special Educational Needs policy.</li> <li>6. The Local and School Offer.</li> <li>7. The School SEN Information Report.</li> <li>8. The Medications Policy</li> </ol>				

This Accessibility Plan is compliant with the Equalities Act (2010), which with the Disability Discrimination Act (DDA 1995) defines disability as:

“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.”

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial Disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

The Equality Act of 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act makes it unlawful to discriminate against anyone because of their race, disability, religion or belief or sexual orientation.

Our 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.

At St Hilda’s CE High School, we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.

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

The school supports any available partnerships to develop and implement the plan.

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.

The key aims of St Hilda’s Accessibility Policy are to reduce and, where possible eliminate the barriers to accessing the curriculum and to encourage full participation in the school community for students, their families, visitors and staff. We strive to:

- Increase the extent to which vulnerable 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 and their parents as well as those families which have English as an additional language (EAL)
- Ensure that all students, regardless of social status, vulnerability and disability participate in every aspect of school life

Therefore St Hilda’s CE High School recognises its duty to:

- Not discriminate against students with a disability in admissions and exclusions, provision of education and associated services.
- Not treat students with a disability less favourably for a reason related to their disability.
- Make reasonable adjustments for vulnerable students, so they are not at a substantial disadvantage.
- Plan to increase access to education for vulnerable students.

Where appropriate St Hilda's CE High School will:

- Set an admissions policy that does not discriminate against a student with a disability or treat them unfairly.
- Recognise and value parents/carers knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respect their rights to confidentiality.
- Have high expectations of and high aspirations for all students.
- Devise and ensure the use of teaching and learning strategies that will remove barriers to learning for all students.
- Provide all students with a broad and balanced curriculum, adapted and adjusted to meet the needs of individual students and their learning styles, whilst endorsing the key principles of the National Curriculum.
- Use reasonable adjustments when considering the physical environment of the School and College to cater for students with a disability.
- Find ways in which all students can take part in the full curriculum including sport, music and drama.
- Plan out-of-school activities and trips so that all students regardless of vulnerability can participate gaining the essential knowledge that young people need to prepare them for their future success in the form of cultural capital.

## **Access to the curriculum and related activities.**

All areas of the curriculum should be available to students regardless of their disability, home language or social status. Therefore, the school will continue to seek and follow the advice of the Local Authority services and outside agencies, such as the specialist teacher advisors, SEN consultants and appropriate health professionals. Included in this are examples such as adapting the curriculum offered to ensure that disadvantaged and vulnerable students are equally as 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 or school visits. The school will use, where possible, the available resources (human and physical.) Examples include offering assistance during assessments or exams, use of aids and equipment (including assistive technology).

Depending on the specific barriers to learning for individual students, specific staff training will be put in place, when and where necessary, to improve access to the curriculum. This also includes purchasing specialist equipment to increase access to the curriculum for disabled students. This may include purchasing equipment such as: buff coloured exercise books, writing slopes, pencil grips or adjustable chairs etc. It may also include having core texts enlarged or providing the use of specialist ICT equipment.

## **Physical environment**

The school is wheelchair accessible with wide access doors to the building and wider staircases and corridors to allow for easier access. There is a lift to facilitate ease of access to the upper floors of the school. Whilst these are not for use for students normally, access passes have been provided for those students with specific access problems. Where the lift is used there will be evacuation procedures in place.

Staff will receive training as and when necessary to support any student with complex medical needs. There are accessible toilet facilities available throughout the school, with the additional provision of a medical needs room located within Student Services which is situated on the ground floor of the school.

The outside grounds are also considerate of individual needs. The main exterior has no obstacles that could present any restrictions to students with a disability. Allocated parking spaces for visitors and staff are available and are not used inappropriately. The school continues to assess the needs of individual users of the building and provide solutions that address those needs. When required or requested, St Hilda's CE High School will provide information to students, staff, parents and visitors in alternative formats within a reasonable time frame.

### 3. Action plan

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

Target	Actions	Timescale	Responsibility	Outcomes
<p>Effective and robust adaptation and adjustments are made across the curriculum amongst staff.</p>	<p>Planning requires careful consideration of the curriculum context and provision of support to enable access to the curriculum for all learners.</p> <p>Option choices to ensure that all students have access to study and aspire in all areas of the curriculum.</p> <p>Adaptation and adjustments occur and are evidenced by learning walks, work scrutiny and lesson observation.</p> <p>CPD available to all staff regardless of role.</p>	<p>Ongoing.</p>	<p>SENDCo SLT All teaching staff</p>	<p>Curriculum intent demonstrates the high aspirations within each subject area.</p> <p>Resources are suitable for the needs of pupils and are varied and accessible.</p> <p>All students have meaningful and achievable targets which motivate and inspire them to achieve regardless of any barriers they may face.</p> <p>All students demonstrate progress.</p> <p>St Hilda's demonstrates a fully inclusive learning environment.</p>
<p>A thorough programme of intervention is in place and the impact monitored to support access to the curriculum for those students who require additional provision beyond high quality teaching.</p>	<p>Ensure required measurable outcomes and provision are set out and communicated with all stakeholders.</p> <p>Staff are trained in monitoring and delivering.</p> <p>Impact reports produced.</p> <p>Outcome for individual students shared with teaching</p>	<p>May 2020</p>	<p>SENDCo HLTAs Tas Literacy Co-ordinator</p>	<p>Student progress will be made.</p> <p>Students demonstrate skills that are transferrable and embedded instinctively across the curriculum.</p> <p>Support strategies shared with staff show a measurable amount of success and progress.</p>

	<p>staff to encourage transferrable skills.</p> <p>Outside agency advice explored where necessary.</p>			
<p>Effective deployment and use of additional adults to support teaching and learning.</p>	<p>Team SEND to be fully staffed in relation to the needs of the current cohort.</p> <p>Transition needs to be considered in terms of staffing to fully support future cohort per academic year,</p> <p>An audit of how TAs are utilised within the classroom to assess the use of an additional adult within the classroom.</p> <p>Liaison between TA and teacher to be proactive and regular.</p>	<p>July 2020 and annually thereafter</p>	<p>SENDCo</p> <p>SLT</p> <p>All teaching staff</p> <p>HLTAs</p> <p>TAs</p>	<p>Additional adults are deployed effectively to enhance progress of all learners.</p> <p>Planning and progress is effective and incorporates the knowledge of the additional adult.</p> <p>TAs are fully informed by staff and contribute to lessons significantly.</p> <p>Pupils' needs are met, and resources are appropriate due to proper conversations and allotted time given to plan and discuss.</p> <p>TAs are fully utilised, both in class and during interventions.</p>
<p>Ensure all staff are aware of the individual additional needs of the students and cater for them within their learning environments,</p>	<p>Pupil profiles to be improved format.</p> <p>Staff to be aware and utilise profiles.</p> <p>SIMs to be kept up to date with communication and events.</p>	<p>Ongoing</p>	<p>SENDCo</p> <p>Pastoral team</p> <p>SLT</p> <p>HLTAs</p> <p>TAs</p>	<p>Pupil profile strategies are fully inclusive and embedded across the curriculum in all areas.</p> <p>Learning walk evidence demonstrates this is monitored by SENDCo and SLT.</p>
<p>Ensure the physical environment is compliant with</p>	<p>Maintain a school building that students, staff and visitors find accessible.</p>	<p>Ongoing</p>	<p>SENDCo</p> <p>Business Manager</p>	<p>St Hilda's will remain accessible to all who enter the site.</p>

statute and reflects best practice where possible,	Maintain the current standard of the newly built and fully compliant school.		Site Maintenance staff	
Ensure students have reasonable access to all extra-curricular activities.	Extra-curricular offer to be accessible to all students via notice boards and online.  Details to be communicated with parents/carers.  Vulnerable students to be explicitly invited to attend.	October 2020	SENDCo Pastoral team All staff that host activities	Extra-curricular activities are well attended by students of all abilities and the diversity of attendance is celebrated.
Ensure students and carers have access to information in appropriate format.	To improve the quality of signage across the school building, including the addition of braille and pictorial representations.  To have information available in alternative home languages for those families where English is a second language.	September 2020  Ongoing	SENDCo Business Manager Site Maintenance staff	All signs will have an additional pictorial and/or braille.  Translated documents are provided within a reasonable time frame.

