

Saint Martin's Catholic Academy



Accessibility Policy

*'Knowing the best that has been thought
and said and knowing that we are loved by God'*

Approved by:

Jim Connolly

Date:

Last reviewed on:

Next review due by:

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Saint Martin's Catholic Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This Policy is carried out within the context and spirit of the school's Mission Statement. It supports and reinforces the aims of Saint Martin's Catholic Academy, valuing all children equally and as individuals. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

At Saint Martin's Catholic Academy, we have a wide range of needs. These include:

- Children with visual and hearing impairments
- Children with specific learning difficulties
- Children with ASD
- Children with ADHD
- Children with physical disabilities
- Children with additional medical needs including allergies, asthma, eczema, epilepsy etc.
- Children with social, emotional and mental health needs including attachment and trauma.

Saint Martin's Catholic Academy'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. We have included a range of stakeholders in the development of this accessibility plan, including staff, parents, pupils, Governing Body and the CMAT.

2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Good Practice	Actions	Responsibility	Date to be completed	Success Criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> -Setting and differentiated resources. -Resources adapted to suit needs of pupils with disabilities. -Pupil passports that communicate needs of students. -Access arrangements in place for exams and assessments -interventions with students as needed. -LSAs to support access to the curriculum as needed. -Premises to ensure that site is accessible to all students 	<ul style="list-style-type: none"> -Learning walks -Regular review of in-class and exam arrangements. -Regular reviews of high needs students. -Referrals to outside agencies for support. -Following advice from outside agencies. -Regular review of curriculum 	SENDCO Curriculum Leads VI Team Reprographics Premises Team	Ongoing	<ul style="list-style-type: none"> -Clutter-free site. - Staff recognise issues and report -Advice is implemented form external agencies. -All groups of children make expected progress. -Positive parent and student voice.
Improve and maintain	-Environment is adapted to the needs of	Monthly premises walks.	SENDCO	Ongoing	Clutter-free environment.

access to the physical environment	pupils as required: e.g. Corridor width & ensure clutter-free; disabled toilets and changing; Library shelves at accessibility height; Lift available in Cloisters building if required; procedures in place where lift not available		Premises Team VI Team		Students able to access all lessons (buildings permitting ¹).
Ensure accessibility to trips for all students	-Include extra staff on trips as required by student needs; -Ensure risk assessments take into account students with disabilities.	-Risk assessments -regular review of annual trips -regular review of students attending trips	SENDCO EVC	Ongoing/ before any trip is signed off.	Students with disabilities able to access trips.

¹ Wheelchair access will be addressed if and when there is a need.

4. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body.

5. Links with other policies

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

- STA CMAT Equalities information and objectives
- SEND policy
- Special educational needs (SEN) information report.
- NRCDES Complaints procedure