

# **NEWMAN CATHOLIC SCHOOL**

## **ACCESSIBILITY PLAN**

### **2016 – 2019**

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**Position: Head Teacher**

**Signed:**

**Date: November 2016**

**Review Date: November 2019**

<sup>1</sup>The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

<sup>2</sup>This document should be reviewed every 3 years

# REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
Version 1	Newman Catholic School first draft	November 2016

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## 1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favorably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition. Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test. Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).

From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavorably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

## 2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

They have a physical or mental impairment; the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

*'Substantial' means more than minor or trivial;*

*'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);*

*'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.'*

People who have had a disability in the past that meets this definition are also protected by the Act.

#### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

#### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- 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

### **3. REASONABLE ADJUSTMENTS**

We have a duty to make reasonable adjustments for disabled pupils:

When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;

We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is, then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

#### **4. AIMS OF THE ACCESSIBILITY PLAN**

The planning duties on schools/settings and Local Authorities are the same as the duties in the previous DDA. Schools/settings are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Newman Catholic School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, begin the process of addressing the needs of disabled people through specific targets.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's SEND policy.

It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Newman Catholic School strives 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. Pupils should be provided with the opportunity to experience, understand and value diversity.

## 5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to a pupil's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## 6. CONTEXTUAL INFORMATION

Newman Catholic School opened in 1967 it is a smaller than average secondary school in Cumbria, currently located on a temporary site that is a good size with outside space, playground, paths with the use of the Sports Hall which has AstroTurf. The school is mainly on ground floor level, with a smaller number of second floor classrooms and temporary Portakabin classrooms. The Portakabin classrooms are a good size with ramp and double door access.

Due to the temporary site many students travel to and from school by bus. The school is voluntary aided with approximately 620 students on roll. Students are aged 11-19. The school is a non-selective, inclusive school and supports all ability ranges.

## 7. DEVELOPMENT

### 7.1 The Purpose and Direction of the School's Plan: Vision and Values

Newman Catholic School has high ambitions for its disabled pupils and expects them to participate and achieve in all aspects of school life; the school promotes an inclusive ethos, adapting provision to accommodate the needs of the individual child as far as is practicable within mainstream education to enable them to access all areas of the curriculum and teaching resources to enable them to develop fully their education. Values the individual and the contribution they make to all aspects of school life acknowledges a commitment to embrace the key requirements set out in the National Curriculum.

Inclusion Statement will continue to focus on removing barriers in every area of the life of the school; is committed to embracing equal opportunities for all members of the school community.

## 7.2 Information from Pupil Data and School Audit

*The school has identified that we have, as at the start of the academic year 2016/17 a number of students regarded as disabled under the terms of the DDA. These can be grouped as: hearing impaired, physical mobility problems (non-wheelchair users), visual impairment, ADHD, Autistic, diabetic, Dyslexia and other.*

*A small number of these students have an EHCP, but not all students with an EHCP are regarded as disabled.*

*A small number of students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through the local feeder primary school.*

*The school Senior Leadership Team and SENCO has reviewed its present strengths in working with disabled students and areas that require improvement in the long term.*

*In order to ensure that our data is up to date and accurate we will:*

- *liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;*
- *improve the information dissemination from our Learning Support facility;*
- *identify early on in their school career any obstacles to the effective learning of disabled students;*
- *use all available data to inform the planning of individual student learning patterns;*
- *use any information held to assist us to develop an action plan to reduce obstacles for the school community.*

## 8. SCOPE OF THE PLAN

### 8.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

The school plans to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are 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 off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

The school Senior Leadership Team has reviewed what the schools strengths are at present, this includes:

- SENCO identification of individual student needs and continual review; this includes EHCP's and
- review meetings; plans are more regularly reviewed.
- Close liaison with outside agencies and feeder primary schools.
- Staff have been trained for interventions in English and Maths to assist pupils with SEND and others who may need to catch up with key skills. This allows pupils additional support to access the curriculum.
- Training for support staff is regular and ongoing.
- Laptops are available for student use.
- Lexia resources (computer based English resources); Passport Maths
- Specialist equipment is provided, for example writing boards.
- Where a student has medical needs we work with the child, parents and medical staff as necessary to administer medication thus supporting the child to remain at school and access the curriculum.
- Students with SEN access extra-curricular activities; the range is tailored to offer something for all students.
- Dyslexia testing (and other testing) is arranged.
- Links with Cumbria School Games to enable participation for SEND students
- Adjusted student timetables.
- HCP's implemented for students as required e.g. diabetic

## **8.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

- Investigate various improvements to the site;
- Improve accessibility points to different curriculum areas;
- Investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

*The school Senior Leadership Team has reviewed what the schools strengths are at present, this includes:*

- Access to practical subject classrooms is available at ground floor level, including Science, IT, DT, Food, Art, English, Music, RE and the Sports Hall.
- Most general teaching rooms are on the ground floor or classes can be located there.
- Low level access to school Reception and then low level access to most areas of the school including, assembly hall and school canteen. All portakabins have ramp access.
- Accessible toilets including a disabled toilet at Reception. Portaloo toilets on school yard have ramp access.

## **8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled**

Newman Catholic School will strive to:

- Produce all school literature at the correct font size to help visually impaired students;
- Investigate alternative ways of providing access to information, software and activities;
- Investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

## 8.4 Financial Planning and Control

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

Newman Catholic School will finance the plan by identifying costs and incorporating them into current and future budget commitments and applications to Capital Improvement Fund.

## 9. IMPLEMENTATION

### 9.1 Management, Coordination and Implementation

Newman Catholic School *Leadership Team will undertake a disability audit. As a result of the audit, we shall:*

- *Produce action plans, for the implementation of the actions implicit in the plan;*
- *Present the plan to the governing body for their approval;*
- *Modify the plan based on the views of stakeholders;*
- *Review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.*

### 9.2 Monitoring

Newman Catholic School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

SENCO will review the needs of existing and new disabled students and identify any areas for improvement. These will be reviewed by the Senior Leadership Team and incorporated into the action plan.

Governors will review the Accessibility Plan annually and report of this to parents as required. This evaluation will include:

- changes in physical accessibility of the school building;

- access to the curriculum and resources for existing disabled students;
- feedback from students, their parents, carers, teachers and support staff;
- evidence that increased numbers of pupils with disabilities are actively participating in the curriculum and extra-curriculum / lunchtime activities;

### 9.3 Accessing the School's Plan

*This will be done through:*

*presentation in a section on the school website open to all visitors to the site;  
Primary liaison and SENCO discussion with parents / carers*

The plan will be available in paper format or on the school website. A larger font is available via the School Office. We will ensure that the plan is available in different formats where requested.

*The school will achieve successful implementation of the accessibility plan with continued support in the areas of:*

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools/settings including special schools;*
- *seeking support/advice from outside the school, from services, other agencies and organisations;*
- *ensuring that the school is aware of all support services that provide advice to schools/settings and staff.*

## 10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Single Equality Scheme/Objectives
- Health & Safety
- Special Educational Needs and Disabilities
- Educational Visits
- Whole School Behaviour Policy
- School Development Plan
- Complaints Procedures

## Newman Catholic School Accessibility Plan

In drawing up this Accessibility Plan, the following were consulted:

Full Governing Body/SEND Governor/Pastoral Committee  
Staff (teaching and support)/SENCo/heads of year/department/deputy head  
Parents/carers  
Pupils/school council  
Others/LA

The plan was approved: December 2016

Approved by: J D McAuley Headteacher

Date of Accessibility Plan: November 2016

Date for next Review: November 2019

Senior Member of staff responsible for the Plan : S M Black, SENCo

Governors & Committees responsible: Chair of Governors, with the Vice Chair of Governors, the Senior Management Team, and the Chairs of:

Health & Safety Committee  
Curriculum Committee  
Pastoral Committee  
Finance & Buildings Committee

**Governing Body is free to delegate the approval of this Plan to a committee of the governing body, an individual governor or the Head teacher.**

**NEWMAN CATHOLIC SCHOOL ACCESSIBILITY PLAN 2016 - 2019**

**IMPROVING THE CURRICULUM ACCESS AT NEWMAN CATHOLIC SCHOOL**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Revised training for all staff in teaching children with a hearing impairment.	Arrange training in use of transmitter and general understanding of the needs of a hearing-impaired child.	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Summer 2017	Hearing impaired child is successfully included in all aspects of school life.
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Summer 2017	Children with ASD are successfully included in all aspects of school life.
All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Summer 2017	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing – general classroom Autumn 2017, practical rooms as funding permits	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of the school.	Whole school community aware of issues relating to Access	Autumn 2017	Society will benefit by a more inclusive school and social environment
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed Annually	Children who need individual adult support to participate in some activities have access to this support.

**NEWMAN CATHOLIC SCHOOL ACCESSIBILITY PLAN 2016 - 2019****IMPROVING THE PHYSICAL ACCESS AT NEWMAN CATHOLIC SCHOOL**

An Asset Management Plan/Access Audit was carried out by Sally McAllister in October 2016 and a number of recommendations made:

<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost £</b>	<b>Responsibility</b>
Outside door access	Disabled access for students to all entrances	Ongoing	TBC	Business Manager
Disabled bay signage	Clearly identify existing disabled bay	Autumn 2017	£40	Business Manager



**NEWMAN CATHOLIC SCHOOL ACCESSIBILITY PLAN 2016 - 2019****IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT NEWMAN CATHOLIC SCHOOL**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Summer 2017	Delivery of school information to parents and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	Summer 2017	Parental opinion is surveyed and action taken appropriately.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	Autumn 2017	Delivery of school information to pupils & parents with visual difficulties improved.