

Ellesmere Port Catholic High School

Accessibility Plan

Status

Statutory

Introduction

In order to comply with the Equality Act of 2010 this plan is in place to support people with disabilities.

- (a) The Governing Body has three key duties towards disabled students/staff/visitors:
 - i. Not to treat disabled students/staff less favorably for a reason related to their disability.
 - ii. To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
 - iii. To plan to increase access to education for disabled students.
- (b) These duties require schools to produce an Accessibility Plan that identifies the action the school intends to take to increase access for those with a disability. The areas include:
 - i. increasing the extent to which disabled students can participate in the school curriculum.
 - ii. improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
 - iii. improving the delivery to disabled students of information which is provided in writing for students who are not disabled.
- (c) At all times the School will also be equally aware of the needs of disabled staff, parents and visitors.

Purpose of the Plan

- (a) To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students and prospective students with a disability and to ensure school practices are fully inclusive.
- (b) To provide a caring and friendly environment.
- (c) To provide resources to cater for the needs of the individual students.
- (d) To promote an understanding of disabilities throughout the school and an awareness of the needs of students with a disability.

Principles

- (a) Compliance with the Equality Act 2010 is consistent with the school's aims and policies;
- (b) The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality;
- (c) The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles underpinning the development of a more inclusive curriculum;
- (d) setting suitable learning challenges;
- (e) responding to students' diverse learning needs;

- (f) overcoming potential barriers to learning and assessment for individuals and groups of students.

Relationship to other policies

This policy relates to Admissions, Equality and SEN policies
Equality Act 2010

Responsibilities of Headteacher and governing body

The **headteacher** will be responsible for:

- a named person (SENCO) who is responsible for liaising with parents/carers of disabled students and ensuring that any issues are dealt with/brought to her attention.
- ensuring full access to the curriculum and full participation in the school community.
- ensuring advice and support is available to curriculum areas to enable disabled students to participate successfully in lessons within mainstream school.
- ensuring the needs of all disabled students and staff are represented within the school.
- promoting disability positively within the school so that students grow into adults who have some understanding of the needs of disabled people.
- ensuring the school takes account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises.
- ensuring training and development is identified and carried out as appropriate

The **SENCO** will be responsible for:

- liaising with parents/carers of disabled students and dealing with issues or reporting issues to the Headteacher
- Keeping the designated SEN governor aware of any issues that arise

The **governing body** is responsible for:

- ensuring an accessibility action plan is in place and covers accessibility to premises and facilities, accessibility to the curriculum, accessibility of associated educational services, training of staff and students.
- ensuring the plan is monitored through the Leadership & Management Committee.
- the accessibility plan is reviewed comprehensively and updated every 3 years.

Signed on behalf of the Governing Body



(Chair)

Date:**October 2018**.....

Date for Review: **July 2019**.....

Accessibility Plan Targets

Target	Action	Timescale	Responsibility	Outcomes
<p>Ensure the physical environment is compliant with statute and reflects best practice where possible. Every effort will be made in adapting, where practicable, the learning environment to include classroom and outdoor areas to suit the need of the user.</p>	<p>Review the operation of the building and consider adaptations/improvements as required, including adaptations for visually impaired students.</p>	<p>At the end of each term or sooner if an issue (or issues) arises that needs addressing</p>	<p>Asst Head Inclusion & Diversity SENCO Business Manager or her nominee (Site Manager)</p>	<p>Physical environment is compliant. Areas adapted to meet student's needs.</p>
<p>All external areas shall be free to access with limited changes in floor level. EPCHS feel that this should not be limited to hard surfaces and every effort shall be made to allow access to large open spaces or grassed areas.</p>	<p>Review annually</p>	<p>Annually</p>	<p>Site Manager Business Manager</p>	<p>Students with a physical disability area able to access areas.</p>
<p>To raise the profile of differentiation across the curriculum amongst staff</p>	<p>Undertake a reviews of staff training needs on curriculum access. Plan training schedule to meet the needs of staff</p>	<p>Ongoing</p>	<p>Deputy Head (T&L) Asst Head Inclusion & Diversity SENCO</p>	<p>Raised awareness/confidence amongst staff in differentiation strategies leading to increased pupil participation</p>
<p>Ensure students with a physical disability receive support for mobility difficulties</p>	<p>Access to physio within school. Early leave/lift passes</p>	<p>Ongoing</p>	<p>Asst Head Inclusion & Diversity SENCO Heads of Year</p>	<p>Students with a physical disability have ease of access around the school building.</p>

