

# English Martyrs Catholic Voluntary Academy

## Accessibility Policy and Plan



“We learn and grow as a family in the footsteps of Jesus”

**Approved by:** Head Teacher

**Date:** March 2021

**Last reviewed**  
**March 2021**

**Next review due by:** March 2024

### 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

The school supports any available partnerships provided through the local authority or MAT trust 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school.

## **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 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.

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.

This policy complies with our Funding Agreement and Articles of Association.

### 3. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability using appropriate progress measures.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs using pupil passports and whole school provision mapping.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Ongoing - To continue to source appropriate resources for pupils with additional needs.</p> <p>Short Term - To provide a range of curriculum resources which include examples of people with disabilities.</p> <p>Ongoing – Ongoing review of the curriculum through staff meetings and whole school training to ensure that the curriculum is meeting the needs of all pupils.</p>	<p>To work closely with the Educational Psychology team, external services, other schools locally and within the CMAT to source resources when appropriate.</p> <p>To explore high quality materials to be used in school.</p> <p>Ensure that staff meeting time is focused throughout the academic year on curriculum review. Provide regular opportunities throughout the school year for all staff training where appropriate on specific</p>	<p>SENDCO Head Teacher</p> <p>SLT</p> <p>Head Teacher</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All needs of pupils requiring support to access the curriculum are provided for to ensure equal access to the curriculum by all pupils.</p> <p>Staff and pupils have access to high quality curriculum resources to be used frequently within teaching and learning.</p> <p>School curriculum meets the needs of all pupils and is constantly reviewed as new pupils join the school. High quality teaching takes place across the school with one to one and small group support provided where necessary.</p>

		Create in-built sensory circuit inside school building for sensory needs.	interventions and programmes.	SENDCO	Pentecost 2 2021	Sensory circuit created in school environment.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bay</li> <li>• Disabled toilets</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	Long term – To provide shower facilities to meet the needs of all pupils where appropriate.	To secure funding to enable this project to happen.	SLT / CMAT / Governing body	Ongoing	<p>Shower facilities provided 2020 2021.</p> <p>New early years classroom 2020 2021 is built in line with regulations for accessibility e.g. purpose built ramp and access for wheelchairs as well as appropriate handles in EYFS toilet.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Use of specific IT resources</li> <li>• Large print resources</li> <li>• Pictorial representations</li> </ul>	Ongoing – to ensure that we provide for all pupils needs in this area by responding to feedback from pupils, staff, parents, governors and external visitors.	Appropriate question included on annual parent, pupil, governors and staff questionnaires.	SLT	Ongoing	A wide range of communication methods provided to ensure information is accessible to all stake holders.

#### **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 Head teacher.

#### **5. Links with other policies**

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) policy.
- Supporting pupils with medical conditions policy

**SECTION A**

**ACCESSIBILITY AUDIT ENGLISH MARTYRS CATHOLIC VOLUNTARY ACADEMY**

Questions to ask	Issues Identified	Barrier to access Yes/No	What sort of issue is it? E.g. training, policy, documentation, physical environment, communication	Should this transfer to the accessibility plan? Yes/No
<p><b>1. CULTURE ETHOS POLICIES PRACTICES</b></p>				
<p><b>1.1</b> Is everyone made to feel welcome including those with physical disabilities or sensory impairments?</p>	<p><b>Yes - no issues identified</b></p>	<p><b>No</b></p>		
<p><b>1.2</b> Are there high expectations of <b>all</b> pupils?</p>	<p><b>Yes - no issues identified</b></p>	<p><b>No</b></p>		
<p><b>1.3</b> Do staff, governors and pupils share a philosophy of inclusion?</p>	<p><b>Yes – no issues identified</b></p>	<p><b>No</b></p>		
<p><b>1.4</b> Are pupils equally valued?</p>	<p><b>Yes – no issues identified</b></p>	<p><b>No</b></p>		
<p><b>1.5</b> Do staff seek to remove all barriers to learning and participation?</p>	<p><b>Yes – no issues identified</b></p>	<p><b>No</b></p>		
<p><b>1.6</b> Are lessons made accessible to all students?</p>	<p><b>Yes – no issues identified</b></p>	<p><b>No</b></p>		

Questions to ask	Issues Identified	Barrier to access Yes/No	What sort of issue is it? E.g. training, policy, documentation, physical environment, communication	Should this transfer to the accessibility plan? Yes/No
1.7 Do you make the best use of teaching assistants ?	Yes – no issues identified	No		
<b>2. STAFF TRAINING</b>  2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	<b>Yes</b> <b>Support given by teachers and SENDCO</b> <b>Ongoing training.</b>	No		
2.2 Do you ensure that teachers and support staff have the necessary training to teach and support disabled pupils?	<b>Yes – this training is continually updated and appropriate to the needs of the children in school.</b>	No		
2.3 Are your staff aware of how classrooms should be optimally organised for disabled pupils?	Yes – no issues identified	No		
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of student needs and abilities?	Yes – no issues identified	No		