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# Accessibility Plan



The McAuley Catholic High School



Reviewed March 2025

Next review 2028

# **Accessibility Plan**

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## **Accessibility Plan 2025-2028**

Our Accessibility Plan covers a three-year period, however it is reviewed annually and any relevant changes will be made at each review date.

It is endorsed by the Full Governing Body (FGB), who accept full responsibility for these issues, and require all employees to help in complying with our legal and moral duties. The FGB accept the delegated overall responsibility for all operational matters within the organisation.

This Policy applies to The McAuley Catholic High School.

### **1. Introduction**

- 1.1 This plan outlines the proposals of the Governing Body (FGB) of The McAuley Catholic High School to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.
  - 1.1.1 Increasing the extent to which students with disabilities can participate in the school curriculum;
  - 1.1.2 Improving access to the environment in school to increase the extent to which students with disabilities can take advantage of education and associated services;
  - 1.1.3 Improving information delivery to students with disabilities.
- 1.2 The Governing Body also recognises its responsibilities towards employees with disabilities and will:
  - 1.2.1 Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
  - 1.2.2 Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;
  - 1.2.3 Undertake reasonable adjustments to enable staff to access the workplace.
- 1.3 The plan will be resourced, implemented, reviewed and revised in consultation with:
  - 1.3.1 Parent/ carers of students
  - 1.3.2 Students
  - 1.3.3 Employees
  - 1.3.4 Governors
  - 1.3.5 External partners

### **2. Definition of Disability**

- 2.1 Disability is defined by the Equality Act 2010:

"You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities."

2.2 What does 'substantial' and 'long-term' mean:

2.2.1 'substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed;

2.2.2 'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection.

### 3. Key Objective

To reduce and eliminate barriers to access to the school, curriculum, and the working environment to aid full participation in the school community for students, staff and prospective students and staff, with a disability.

### 4. Principles

4.1 Compliance with the Equality Act 2010 is consistent with The McAuley Catholic High School's aims and equal opportunities policy, and the operation of the school's SEND policy.

4.2 The McAuley Catholic High School recognises their duty under the Equality Act 2010:

4.2.1 are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within The McAuley Catholic High School

4.2.2 not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;

4.2.3 not to treat disabled students less favourably;

4.2.4 to take reasonable steps to avoid putting disabled students at a substantial disadvantage;

4.2.5 to publish an Accessibility Plan

4.3 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 rights to confidentiality.

4.4 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.

## **5. Activity**

This section outlines the main activities which the school undertake, and are planning to undertake, to achieve the key objectives (above).

### **5.1 Education & related activities**

The school will continue to seek and follow the advice of LA services, such as specialist advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS.

### **5.2 Physical environment**

The school will take account of the needs of students, staff 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.

We will also work closely with the school's Buildings team to ensure that the aims of this policy are met, maintained and where possible improved.

### **5.3 Provision of information**

The school will make itself aware of services providing information in alternative formats when required or requested.

## **6. Action Plan**

Under the headings within the Activity Section above, the school will assess to what extent measures are already in place and identify any improvements required. These are outlined in the attached Action Plan.

## **7. Linked Policies**

This Plan will contribute to the review and revision of related school policies, eg :

### **7.1 School Development Plan**

### **7.2 SEND Information Report**

### **7.3 Equality and Diversity policy**

### **7.4 Curriculum policies & procedures**

### **7.5 Health and safety policy**

## Appendix 1 : Access Plan

### A1.1 Improve Participation in the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Reasonable adjustments to enable access for all	<ul style="list-style-type: none"> <li>Consider the needs of all students in the school when planning lessons and adjust resources accordingly, such as text size, paper colour, writing equipment, classroom furniture position etc.</li> <li>Consideration for those children with general and specific learning difficulties that all staff have access to SEND data of students for whom they teach so they respond to their needs.</li> <li>Support Plans to be regularly updated to provide information required.</li> <li>EHCPs will be used to inform decisions for specific students</li> <li>Training provided for staff</li> </ul>	Ongoing to adjust to changing and emerging needs of students.	<p>All staff have a responsibility to act on information shared by SEND Team</p> <p>Learning and Student Support teams share student specific information including teaching and learning strategies in a timely manner.</p> <p>SEND team reviews EHCP with parents and students annually and identify issues</p>	All students access the curriculum with relevant information shared and accessed and used by teaching staff
Ensure teaching and learning methods and environment support children with specific needs	<ul style="list-style-type: none"> <li>Promotion of an ethos of inclusion, acceptance and understanding and clear demonstration of patience and support.</li> <li>Staff engagement with specific conditions eg VI, HI through training and action.</li> <li>Eg radio aids to be available as required, use of subtitles for video materials as appropriate.</li> </ul>	Ongoing to adjust to changing and emerging needs of students.	All staff – with support from external advisory services and SEND teams	<p>Participation and progress confirmed by observations and assessment.</p> <p>Students and parents confirm adaptations are working at annual reviews</p>

Targets	Strategies	Timescale	Responsibility	Success Criteria
	<ul style="list-style-type: none"> <li>Support Plans to be regularly updated to provide information required.</li> </ul>			
Ensure teaching and learning methods and environment support children with impaired/ physical disability mobility.	<ul style="list-style-type: none"> <li>Support in PE lessons and classroom environments, corridors/ pathways to be unobstructed and clear of hazards.</li> <li>Individual person specific risk assessments in place where appropriate.</li> <li>Support Plans to be regularly updated to provide information required.</li> </ul>	Ongoing with TA support as required.	<p>All staff – ongoing assessment and provision support by Learning Support Team.</p> <p>All staff have a responsibility to act on information shared by SEND.</p> <p>SEND share student specific information including teaching and learning strategies.</p>	Participation and progress confirmed by observations and assessment.
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties (including mental health).	<ul style="list-style-type: none"> <li>Clear behavioural expectations, consistent use of positive behaviour for learning management strategies in accordance with the school's policy.</li> <li>Clear demonstration of patience and support to meet individuals' needs.</li> <li>Create, provide and support personalised packages of support including referral to external agencies.</li> <li>Support Plans to be regularly updated to provide information required.</li> </ul>	<p>Ongoing to adjust to changing and emerging needs of students.</p> <p>Use of Pupil Passports with set timescales and clear targets.</p>	<p>All staff have a responsibility to act on information shared by the Student Support Team.</p> <p>Learning Support Team to share student specific information including teaching and learning strategies</p>	Participation and progress confirmed by observations and assessment.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure teaching and learning methods and the environment support children with ASD and ADHD.	<ul style="list-style-type: none"> <li>• Information gathering and sharing at transition points by SEND Team.</li> <li>• Classroom strategies ensuring the student is prepared for change (e.g. timetable changes, examination of assessment dates given etc).</li> <li>• Using support strategies as advised (e.g. using clear, concise instructions).</li> <li>• Passports to be regularly updated to provide information required.</li> <li>• Face to face briefings as appropriate.</li> </ul>	Ongoing to adjust to changing and emerging needs of students.	All staff have a responsibility to act on formation shared by SEND and Pastoral Team.	Participation and progress confirmed by observations and assessment.
Ensure teaching and learning methods and environment support children with diagnosed medical conditions, e.g. asthma, allergies.	<ul style="list-style-type: none"> <li>• Individual Health/ medical Care Plan to be followed where appropriate.</li> <li>• Accessibility of medication.</li> <li>• Awareness of needs by staff when planning DT, PE, Science activities.</li> <li>• Information available to all staff via SIMS and SharePoint.</li> <li>• Face to face briefings as appropriate.</li> </ul>	Ongoing to adjust to changing and emerging needs of students.	<p>All staff, supported by Pastoral Teams and Medical Room staff.</p> <p>All staff have a responsibility to act on information shared.</p> <p>Parental/ carer responsibility to share information and student responsibility to be aware of and manage their own condition(s) where appropriate.</p>	Participation and progress confirmed by observations and assessment.
To improve literacy and numeracy levels of students achieving below age expectations or with an identified barriers to learning (e.g. dyslexia).	<ul style="list-style-type: none"> <li>• Identify students who require additional support through observation, referral and assessment.</li> <li>• Provide appropriate interventions/ provisions and packages of support including information sharing</li> </ul>	Ongoing to adjust to changing and emerging needs of students.	All staff have a responsibility to act on information shared.	Participation and progress confirmed by observations and assessment.



Targets	Strategies	Timescale	Responsibility	Success Criteria
	and strategies for staff through Passports.			
Ensure all students can access public examinations and statutory assessments.	<ul style="list-style-type: none"> <li>• Teaching staff alert to needs of students and refer as appropriate</li> <li>• Approved access arrangements in place for all students who have been identified as requiring and are eligible for support, including readers, scribes etc.</li> <li>• Facilitating and invigilating examinations outside of the school (with examination board guidance) in exceptional circumstances.</li> </ul>	<p>Students identified from Y10 for formal arrangements</p> <p>New students post 16 identified asap</p> <p>Throughout and prior to examination period – adhering to deadlines set by JCQ and school access arrangements as stipulated in relevant school policy.</p>	<p>Learning Support, Examinations officer and Specialist teacher are responsible for access arrangements and learning support</p> <p>All staff have a responsibility to act on information shared.</p> <p>Specialist teacher responsible for Access Arrangement Examinations to share access arrangements and timescales with all staff regularly.</p>	Participation and approved access arrangements in place for all examinations and statutory assessments.

## A1.2 Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
Full access to all school trips and off-site experiences for all students irrespective of physical disabilities.	<ul style="list-style-type: none"> <li>• Access provision of accessible transport and ensure trips are planned with consideration for physical capabilities of intended students – reasonable adjustments made and individual risk assessments as appropriate.</li> <li>• Where possible tailor off site experiences to accommodate physically impaired students and where not possible, an alternative, similar experience is provided for physically impaired students.</li> </ul>	Ongoing.	<p>All staff – in particular those organising trips/off site visits</p> <p>Headteacher – in charge of signing off trips</p>	All students irrespective of physical capabilities have opportunity to participate in offsite activities.
Emergency evacuation routes are suitable for all.	<ul style="list-style-type: none"> <li>• Any internal/external adaption consider needs of all.</li> <li>• PEEPS in place as necessary.</li> <li>• Regular checks of all walkways and exits.</li> <li>• Staff are aware of requirements to keep emergency routes and exits clear of obstruction</li> <li>• Immediate removal of obstruction upon discovery</li> </ul>	<p>Ongoing</p> <p>Ongoing – daily/weekly.</p> <p>Fire Risk Assessment – annually</p>	<p>SEND Department responsible for reviewing PEEPS</p> <p>All staff - Facilities Staff (caretakers and cleaners).</p>	<p>Students are able to evacuate safely during the planned fire evacuations</p> <p>All disabled personnel and students have safe independent exits from school and or access to safe refuge areas.</p>

Targets	Strategies	Timescale	Responsibility	Success Criteria
Steps around school are safe for visually impaired individuals	<ul style="list-style-type: none"> <li>Review and replace hazard markings where worn</li> </ul>	Ongoing	Site Staff	Steps are adequately marked
Classroom and office layouts – accommodating all physical needs (students, staff and visitors).	<ul style="list-style-type: none"> <li>Ensure that all furniture in a classroom or office is organised in such a way as to not restrict access to particularly equipment or observe activities of others.</li> <li>Where classroom space is such that rooms cannot be made accessible to all then consideration is given when timetabling lessons.</li> <li>Ensure those with physical disabilities are considered when planning activities or events.</li> <li>Ensure screen at front of room is visible for all students and particularly those with physical disabilities.</li> </ul>	Ongoing – assessment made on an event by event basis.	<p>All staff – events organisers.</p> <p>Classrooms – Premises staff and all teachers to regularly check furniture layouts.</p>	All individuals are able to access areas of school to fully take part in school life.
	<ul style="list-style-type: none"> <li>Assessment of size and furniture layout in offices and meeting spaces to enable all to access.</li> </ul>	Ongoing	Premises & classroom based	Students can safely access lessons

### A1.3 Improve Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website to be compliant, up to date and displaying accurate information.	<ul style="list-style-type: none"> <li>• Annual audit</li> <li>• All policies to be reviewed and ratified within given timescales and due dates.</li> </ul>	<p>Annual</p> <p>In line with policy matrix for school/academy.</p>	Website Lead, Headteacher and Governors.	Compliant website with all information and policies to be current and relevant.
To improve and develop alternative formats and platforms for sharing information with school community.	<ul style="list-style-type: none"> <li>• Using a variety of formats for communication, including text, email, parent app, student post and social media.</li> <li>• Ensure all parents/carers are aware that the school can provide communication in large text, via telephone and face to face meetings if required and requested.</li> <li>• Check that correspondence sent home is accessible in relation to reading abilities, language etc.</li> </ul>	Ongoing	Website Lead, Headteacher	<p>All parents/carers are aware of alternatives available and how these can be accessed.</p> <p>Feedback from parents/carers references various platforms.</p>
To provide information around support offered in school.	<ul style="list-style-type: none"> <li>• Website signposting support for specific needs.</li> <li>• Senior Leadership and Pastoral Team represented at parental evenings.</li> </ul>	Ongoing	Progress Leaders, Pastoral, Student Support and Senior Leadership teams	<p>Parents/carers aware of support offered in school and how to access it</p> <p>Students aware of support offered in school and how to access it</p>

Targets	Strategies	Timescale	Responsibility	Success Criteria
	<p>In examinations, ensure students with visual impairment and/or hearing impairment are sat at the front of the room (hear instructions, can see clock)</p> <p>In assemblies, lead staff seat form groups at the front when they know that there a child with VI or HI in the group</p>	<p>For all examination series</p> <p>Ongoing</p>	<p>Exams Officer</p> <p>SEND Team</p> <p>All staff</p>	<p>Students taking external or internal exams in large spaces agree that they can see and hear information</p>