



The Special Educational Needs and Disability Act (2001) required Schools to produce Accessibility Plans every three years. This duty has been replicated in the equality Act 2010 with new accessibility plans being required in line with the regulatory framework.

The Governors of the School will continue to:

1. Not to treat disabled pupils less favourably because of something arising in consequence of their disability
2. To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage; and
3. To plan to increase access to education for disabled pupils.

The School's action plan sets out the strategies that relate to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard Description 118 Schedule 10

3.2(a) increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum.

(b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

(c) Improving the delivery for disabled pupils of information readily accessible to pupils who are not disabled.

The plan will also review ways to assist pupils with Special Educational needs who would not be classified as disabled under the Equality Act. For such pupils the School has a responsibility to meet their special needs and, for those classified as disabled, a duty to prevent discrimination against them in their access to education.



school recognises the value of each pupil as an individual, and the importance of nurturing every aspect of their personality and potential – intellectual, creative, emotional, physical and spiritual. We encourage all pupils of all ages, backgrounds and religions at all times to discuss any issues or concerns with members of staff, working in partnership with parents to provide each individual with the support necessary to develop confidence and to flourish and thrive in a secure and supportive environment.

We promote high standards of good behaviour which require pupils to be considerate, polite, respectful and helpful towards each other. They learn to recognise the need to be responsible and reliable, to show loyalty appropriately and to support each other constructively.

We aim to:

- Provide an excellent and challenging academic education in a caring and supportive atmosphere.
- Give opportunities for each pupil to develop not only intellectually but also creatively, spiritually and morally.
- Create conditions in which initiative and independent thought and inquiry are welcomed and a lifelong enjoyment of learning is cultivated.
- Foster high standards of behaviour and mature, responsible, considerate attitudes both in and out of school.
- Encourage all pupils to participate in a wide range of extra-curricular activities which encourage personal and physical development and which inculcate a sense of self belief and esteem.
- Provide opportunities for pupils to act as leaders in the school community and to work together with the wider community.
- Ensure, as far as possible, that pupils are equipped to face the challenges and demands of life beyond school, becoming active and responsible citizens.

CONTEXT

The McAuley Catholic High School is a secondary mainstream Catholic Voluntary Academy. (Ages 11 – 18yrs Key stage 3,4,5) which serves Doncaster

The McAuley Catholic High School offers a distinctive Catholic education in partnership with parents and the local church. We believe in the dignity of each individual within our community and therefore treat each other with deep respect. We commit ourselves to equality of opportunity and access to life-long learning and spirituality. To this end each individual is challenged and nurtured to be the best person that they can be in a Christian atmosphere of peace, justice and reconciliation.

We are an oversubscribed, highly successful school that constantly strives to improve in every area of school life. The year groups are organised into a 3 tiered banding system. Within each band students are set according to ability across core subject areas. Mixed ability teaching is



delivered in Year 7 – so teachers are skilled in differentiating delivery in the classroom to a wide range of needs and learning styles. Following a period of baseline assessment in the first term of Y7 onwards, within core subjects, teaching groups are ability set to allow for more bespoke and targeted support where it is needed. In Year 8 children select their GCSE option choices for study in Year 9.

All relevant policies are used when considering the needs of students with Special Educational Needs and how their needs can be best met. Policies including those outlined below:

The School's Mission Statement, Accessibility Plan, Safeguarding, Inclusion Policy: - anti bullying – behaviour – equality – complaints - medical care in schools policy.

Admissions policies also reflect the need for additional transition and consultation through the Local Authority re a placement and how the child's needs can be met within the mainstream setting here in McAuley. Examinations and Assessments under the guidance of 'Access Arrangements' outline the ongoing need for assessment within the setting and the framework for doing this is effectively in line with meeting the requirements of the examination boards.

Other related policies include - Teaching and Learning / curriculum related policies and Literacy / Numeracy

In addition, please see all related CES (Catholic Education Service) policies on the CES website for more details. <http://catholiceducation.org.uk/>

All school policies can be readily available upon request.

Our examination results are in the range of the national average and because of this combined with our strong Catholic, Christian ethos means students thrive. We want education to be about developing in every area, including faith. We endeavour to remove barriers to learning physical and academic to empower individuals to be the best that they can be. We want each child to achieve everything they can. We pride ourselves on our strong community and encourage everyone to participate in all aspects of school life. The students are served by an incredibly hard working, committed staff whose patience, encouragement and genuine enjoyment comes across to everyone

As at January 2017, The McAuley Catholic High School has 21 students with either Statements or Education Health Care Plans. There are 110 additional students supported as K students with SEN support Plans in place and monitored by means of a termly review meeting to amend support plans as appropriate.



We have pupils with a wide range of disabilities including dyslexia, dyspraxia, colour blindness, hearing physical disabilities and visual impairment. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips). We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of the School. All staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

Statement of Existing Provision and Recent Developments:

1. Increasing the extent to which disabled pupils and pupils with SEN can participate in the School curriculum
 - a. Teaching Assistants working across all 3 sites
 - b. Special arrangements made for examinations, including additional time, readers, scribes, prompts and a suitable room for pupils who require additional assistance
 - c. Pastoral care system in place
 - d. Development of the key worker role, enabling more bespoke 1;1 support and intervention with specialist therapies such as Occupational Therapy in the completion of regular bespoke exercise packages to enable individuals to access PE lessons appropriately.
 - e. Regular training of staff in 'Moving and Handling' practice including the use of wheelchairs across sites.
2. Improving the environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services
 - a. Lift installed at upper School and Sixth form block to allow disabled pupils to access the full curriculum as well as acts of worship.
 - b. The allocation of break time yard space for specific year groups to allow increased space and access
 - c. The secure site gate system, and radio use to enable taxi drop off and collection of disabled students to take place safely and smoothly.
3. Ramps access around school to allow access throughout the School.
 - a. Disabled parking available
4. Improving the delivery to disabled pupils and pupils with SEN of information which is not readily accessible to pupils who are not disabled
 - a. Examination papers available in different formats
 - b. A specialist book for pupils who may require different colour or formats for lessons.
 - c. Specially prepared laptop for 'Visually impaired' students to enable improved access to the reading of text
 - d. Provision of extra time for speaking assessments for students affected by stammering conditions
 - e. Sensory room access to provide calm time provision and sensory breaks



The McAuley Catholic High School - WHOLE SCHOOL ACCESSIBILITY PLAN: 2017 – 2020

2017 – 2020

At McAuley Catholic High School the Deputy and Assistant Head (Pastoral) is responsible for the regular review of provision across the whole school. As appropriate this review will include other members of the SMT and Governors.

This work will include:

- 1) The annual review of the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
- 2) To make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
- 3) The preparation of the school's disability inclusion, SEN and learning support policy.
- 4) The preparation and review of the school's Accessibility Plan.
- 5) To review such plans and policies as necessary and at least on an annual basis