



ACCESSIBILITY PLAN

2024 - 2027

Public Sector Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for those with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

<p>Ratified by Full Governing Body 10 July 2024 Due for review July 2027</p>
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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. Canon 795 describes our mission as a Catholic school: “Since true education must strive for complete formation of the human person that looks to his or her final end as well as to the common good of societies, children and youth are to be nurtured in such a way that they are able to develop their physical, moral, and intellectual talents harmoniously, acquire a more perfect sense of responsibility and right use of freedom, and are formed to participate actively in social life.” Therefore, it is central to our ethos that all students are able to access our provision.

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 to develop and implement the plan.

We work closely with BCP Council, the Diocese of Portsmouth and the De La Salle order to ensure we do all we can to support our community.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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, parents, 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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	<p>To ensure all pupils with a disability have equality of access</p> <p>To focus on enabling children who have suffered from adverse childhood experiences to engage more fully with school life</p> <p>Relevant training for staff</p>	<p>Differentiation of all resources/presentations</p> <p>Modification of resources for pupils with a visual impairment</p> <p>Review advisory notes for children who are classified as SEN Support</p> <p>Greater focus on children with SEND at governor meetings</p> <p>Dedicated and regular high quality INSET – including more regular updates on staff</p> <p>Explore our own AP on site to help engage more children</p>	<p>Subject Teachers</p> <p>Specialist Modifier</p> <p>Assistant to SENCo / SENCo</p> <p>Link governor</p> <p>SENCO / SLT</p> <p>DHT/AHT pastoral</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>2026</p>	<p>Pupils with a disability are able to access all learning materials</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils and visitors as required. This includes:</p> <ul style="list-style-type: none"> • Lift in newer building – B Block • Disabled parking bays • Disabled toilets and changing facilities • Anti-slip black/yellow step tape 	<p>Act upon findings from condition survey</p> <p>To meet the needs of visually impaired pupils, parents and public visiting the site.</p>	<p>Ensure issues with identified areas are actioned</p> <p>Steps, slopes and uneven levels to be regularly checked and tape replaced as necessary across both sites</p>	<p>Estates Manager & Site Team</p> <p>Estates Manager & Site Team</p>	<p>Summer 2025</p>	<p>Accessible Meeting room in operation by September 2021.</p> <p>Pupils and visitors are able to navigate safely around the site.</p>
Improve the delivery of information to pupils/visitors with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Clear Internal and external signage • Large print resources • Induction loop – in Theatre and B Block Hall • Soundfield system in 2 classrooms in B Block • Video and audio presentations 	<p>To meet the needs of pupils and visitors with visual and hearing impairments</p> <p>To improve home communication by exploring a new MIS</p>	<p>Regular maintenance of equipment and signage across both sites</p> <p>Ensure parental engagement</p>	<p>Estates Manager & Site Team</p> <p>Specialist Modifier</p> <p>SL/Finance</p>	<p>On-going</p> <p>Sept 2025</p>	<p>For all pupils and visitors to be able to navigate their way around the site</p> <p>For all pupils and visitors to be able to hear presentations clearly</p>

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 governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND entitlement and effective learning policy
- Supporting pupils with medical conditions policy