

St Philip Howard Catholic School



Accessibility Plan

Approved by: Resources Committee

Date: 15.03.2023

Last reviewed on: 15.03.2023

Next review due by: March 2026

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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.

At St Philip Howard Catholic school we respect and value diversity, encouraging an inclusive culture and ethos. The governing body of St Philip Howard Catholic School are actively working to achieve fairness, accessibility to facilities and equality for all users of the school site.

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.

Working closely within the SEND local offers provided by both West and East Sussex

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 staff, students and the Governors.

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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<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.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Regular review carried out termly to ensure we are meeting pupils' needs.</p> <p>Room moves adapted to pupils' needs</p>	<p>Timetables looked at and monitored to adapt to pupils to ensure they can access each lesson</p>	<p>SendCo</p> <p>Assistant Head with Timetabling responsibility</p>		<p>Pupils have access to full curriculum</p>
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>	<p>Long Term objectives</p> <p>Temporary ramps to be provided for areas without ramps currently.</p>	<p>Monitor pupils applying to school</p>	<p>SBM</p>		<p>Lift access has now been made available in both main school Blocks.</p>

	<ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 					Temporary ramp is available for the Performing Arts Suite.
Improve the delivery of information to pupils with a disability		Consider range of communication methods to ensure information is accessible.	Decisions made on a pupil to pupil basis.	Send Team		Pupils have access to all information on the same level.

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 finance and resources committee.

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Main building three storeys, fully accessible due to lift instalation South Block two storeys but fully accessible due to lift.		SBM	
Corridor access	Corridors are wide and kept clear			
Lifts	1x lift in south block, 1 x lift in main blcok			
Parking bays	Disabled parking provided			
Entrances	Main entrances are all accessible.			
Ramps	Entrances have ramps in the majority of places	To investigate access or temporary ramp for reading hub.	Sam McManus	
Toilets	Disabled toilets available in each block			

Reception area	Accessible to all, ramps to reception			
Internal signage	Is signage clear to all?	Do we have support for visually impaired pupils, walk through school and check signage.	Sam McManus	
Emergency escape routes	Clearly signposted			