

ST JAMES'

CATHOLIC HIGH SCHOOL

Accessibility Plan 2024-27

Date of Adoption	June 2024
Date of Review	June 2027

St James' Mission Statement:

*To ensure everyone within our school **family** achieves their full potential, to encourage learning and development through **faith**, and to strive for **excellence***

Rationale:

By prioritising accessibility, St James' Catholic High School demonstrates its commitment to embodying the fundamental teachings of the Church and creating a more inclusive and equitable learning environment for all. The school's accessibility plan is a tangible expression of its commitment to living out the Gospel values of love, compassion, and justice. By creating a more inclusive and accessible learning environment for all, we are providing opportunities for pupils to fulfill their potential whilst feeling valued, supported and developing a strong sense of belonging.

St James' Aims:

- To treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination.
- To ensure all St James' pupils' physical needs are accommodated
- To make sure all staff are fully aware of pupils' physical needs and how they should respond accordingly
- To ensure that all staff are aware of pupils' hidden disabilities and have access to strategies to ensure they are supported.
- To make certain that all pupils have the right to access emotional support and receive appropriate professional guidance to achieve equality of opportunity
- To ensure that staff are trained in equality with reference to the equality Act 2010, including understanding challenges faced by children with disabilities..



Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to:

- Increase the extent to which pupils with disabilities participate in the curriculum fully.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.
- identify how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years.

This will be reviewed every three years by the Full Governing Board

The priorities for the Accessibility Plan for St James' were identified by:

- Senior Deputy Headteacher
- Director of SEND / SENCo
- School Business Manager

Legislation and guidance:

Definitions of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

(SEND code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.'

(SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

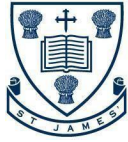
- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.



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- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)



The Accessibility Plan should be read in conjunction with-

1. The Admissions policy.
2. The Behaviour Policy.
3. Health and Safety policy
4. The SEND information report
5. SEND policy.
6. Supporting pupils with medical conditions policy.
7. The SEND Local Offer.

All policies will be checked to ensure that they treat pupils with disabilities at least equally, and in some circumstances, more favourably. Changes to practices are made to ensure they can benefit from our offer and access the curriculum to the same extent that a person without a disability can.

The Accessibility Plan

'Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum more fully
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- and improving the availability of accessible information to disabled pupils.

Schools should have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.'

(Equality Act 2010)

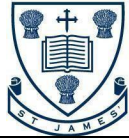
All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014). The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current position

- St James offers an inclusive curriculum for all students that is adapted to include resources for students who require support to access the curriculum.
- The school building is fully accessible for pupils with physical difficulties.
- The outside play areas are flat and almost completely accessible to wheelchair users
- There are two toilets for disabled pupils. - Located in San Sebastian and Oscar Romero buildings
- Ongoing rolling programme of classrooms/corridors with LED lighting installed
- All students with a physical disability have a Personal Emergency Evacuation Plan (PEEP) that is shared with all staff to ensure that emergency procedures cater for physical disability.
- Mainstream Teaching Assistants support pupils with additional needs that cannot be met through quality first teaching and interventions.



- A robust intervention programme has been established to support students across the 4 areas of Special educational needs.
- The school is generally well-equipped with a range of learning aids and specific equipment.
- Pastoral Managers support a range of vulnerable students and their families, carrying out referrals as appropriate to individual students.
- Director of SEND / SENCO successfully passed the NASENCO qualification in 2023.
- The SEND office has been designed to provide additional space to students requiring regulation time.
- There are a high number of trained first aiders.
- Recently appointed Mental Health and Wellbeing Lead supporting pupils as part of our universal offer
- Established Mental Health Support Team work in school weekly to support referred pupils.
- All pupils in Year 7 and Year 8 now have access to their own ChromeBook for use in lessons and at home.
- All classrooms now have a set of acetate coloured overlays to support students in all faculty areas
- A coloured paper register is now established to ensure that pupils receive the correct tint of exercise book / paper to support their individual needs
- Medical Room has been relocated to a room off the main corridor in Catherine of Sienna building where physio can be completed as part of a timetabled provision for individual pupils. The school nurse also bases themselves here on set days to see referred pupils.

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum and the physical environment.

Objectives	Tasks	Timescale	Resources	Lead	Monitor
To improve accessibility for VI pupils	Ensure lighting in classrooms and corridors is adequate Use of DfE laptops to support students in school and at home	Ongoing	Laptops	VB	SDHT
To improve accessibility for pupils with dyslexic traits	Continue to develop a range of scaffolded tools within faculties. Regular CPD led by the SEND team on meeting the needs of students within the classroom. Targeted CPD for the Learning Support team on how to support pupils with dyslexia traits within the classroom	September 2025 Ongoing September 2025	Universal Offer training - CPD INSET LSA CPD sessions / National College	VB	SDHT



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To ensure building improvements support pupils with physical difficulties.	Additions or improvements will take into account the needs of students with physical difficulties.	Ongoing as building plans are approved		VB	SDHT
To develop signage around school to support students with communication difficulties	<p>Signs added around the school include symbols to help students to navigate around buildings and improve understanding of safety.</p> <p>Classrooms to increase use of symbols and images on key vocabulary in faculties.</p>	All new signage includes symbols from September 2024. Replecment signage on a rolling programme	Site team awareness when pannin g new Health And Safety signag e	VB	SDHT



To support writing for pupils with physical difficulties	Continue to purchase sloping boards, grip pens etc to meet need as required. Promote use of specific resources with staff and students in faculties Use of reading pens for specific students	Ongoing	VB	SDHT
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014 and the Equality Act 2010	Regular CPD provided by the SEND team in INSET and through regular staff meetings.	ongoing INSETs	VB	SDHT
To ensure all staff are trained to support pupils with ASD.	Regular rolling programme of CPD is provided by SEND team and by appropriate outside agencies.	Ongoing INSET	VB	SDHT
To ensure staff are trained to support pupils with medical conditions.	Update staff CPD annually on <ul style="list-style-type: none"> Asthma Epilepsy Diabetes and as required in other specific conditions. Update Medical Conditions policy annually liaising with the school nurse service Continue to ensure students' medical details are current and up to date	Annual INSET, staff meetings	VB	SDHT
			VB	SDHT
To ensure that staff are trained in disability awareness to enable them to understand and recognise challenges faced by individuals with disabilities.	Ensure relevant staff are suitably trained to deliver physio etc. Annual refresher training is provided to all staff to build awareness of different disabilities and how to support students effectively	Key staff - Attendance with physio at termly visits to school Annual INSET / Twilight SDHTD	VB	SDHT
			VB	SDHT
To ensure that staff are trained to support students with emotional needs	Support and information is given to staff on an on-going basis. National College CPD recommendations shared with staff. Suitable staff trained in specific elements of mental health and wellbeing. Ensure mental health first aiders are trained and available.	Annual CPD By September 2025 - pastoral staff to have completed specific MH training	VB	SDHT
To improve accessibility for pupils with hidden disabilities such as SEMH.	Development of outdoor sensory spaces to create regulation spots to support students (parent feedback April 2024) In line with Diocese approval, enhance the SEND offer to pupils as the school building continues to be improved	Gradual introduction subject to space and budget. Improved facilities by September 2026		



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Monitoring

Students' attainment, progress, attendance and behaviour are monitored throughout the year, with information being gathered and analysed at each termly data point ready for discussion and targeted planning with AHT for Curriculum at termly raising standards meetings. SENCO and SDHT discuss data through regular link meetings to ensure all students are being monitored. This data is used to ensure inclusivity throughout the curriculum for all students.

All SEN E and SEN K students are invited to an annual review conducted by the SEND faculty to ensure all needs are being met suitably and SMART targets are put in place to support their wellbeing and progress.

Any student whose identified needs are not met through Quality First Teaching are listed on our QFT register and have a one page profile that is reviewed annually to ensure that needs are being met, support is in place and progress is being made.

The Headteacher maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported within 48hrs to the LA and will be included in reports to governors. The governing body will review this document on at least an annual basis.