

ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



ACCESSIBILITY PLAN

(Statutory)

Spring 2021

Next Review: Spring 2024

Raising Standards Committee

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Mission Statement

St. Anne's Catholic High School for Girls will offer a positive presence in Enfield with a comprehensive curriculum delivered in modern facilities, equipping students with the ability to meet the challenges of the 21st Century confidently, and with high spiritual and moral standards.

We recognise that students, parents, staff and governors make up the school's community which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

We are a fully inclusive, Catholic girls' secondary school meeting high academic standards, promoting spirituality, pastoral care and the Catholic community.

We recognise in all our relationships the dignity and value of each person showing one another mutual acceptance and respect.

'Act justly, love tenderly, walk humbly with your God.'

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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

We respect and value all students and we view the diversity of cultures and needs within the school as a positive resource. All students have a right to an education that is suited to their particular needs and abilities. The school has the highest expectations for all students who will be provided with high quality teaching, support and challenge to enable them to achieve their best. All students will be offered full access to a broad, balanced and relevant education. We see the education of every student as a partnership between the student, teachers, parents/carers and external agencies as necessary.

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.

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 students, parents, staff and governors of the school.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



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	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students 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 students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs</p> <p>Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</p>	<p>Curriculum continually adapted in response to changing needs as informed by the SENCO.</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises.</p>	<p>SENCO to oversee.</p> <p>SENCO to oversee.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Students making expected or better progress. Learning Walks ensure this is embedded in lessons. Staff are confident at using suggested strategies. Students benefit from an adapted delivery of curriculum appropriate to needs.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Disabled parking bays</p> <p>Disabled toilets and changing facilities</p> <p>Ramps installed to enable disabled access on ground floor</p> <p>Lift installed to enable access to 1st and 2nd floor in the 6th Form block</p> <p>Lift installed to enable access to 1st and 2nd floor in US Main building</p>	<p>To ensure funding for lift access</p>	<p>SENCO, SBM, Governors</p> <p>SBM, Premises team, Premises Committee</p>	<p>Ongoing</p>	<p>Disabled bays clearly marked.</p> <p>Toilets and changing facilities in place.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Induction Loop 	<p>Investigation and research needed to installing induction loop All sound field systems have been serviced and operational Mobile hearing loop system in all large rooms/venues within the school site</p>	<p>To obtain quotes for the installation of induction loop</p>	<p>SBM/Premises Committee</p>	<p>Ongoing</p>	<p>Induction Loop installed if necessary</p>



Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				