

ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



ACCESSIBILITY AND INCLUSION PLAN

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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.'

ACCESSIBILITY AND INCLUSION PLAN

1. Introduction

Supporting and enabling each individual student to develop their full emotional, social and academic potential is central to our aims and vision. It is in this context that the Accessibility and inclusion Plan for St. Anne's has been written. Inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, sexuality ability or background. It is about all students being encouraged and entitled to participate in a learning environment which supports achievement and attainment and cherishes them as a member of the school community

The Accessibility and Inclusion Plan has been written in accordance with our mission for St. Anne's School and is supported by the following statutory school policies: Special Educational Needs and Behaviour for Learning. Other school policies, handbooks and guidance relating to teaching and learning and the curriculum also reflect the aims of this plan in content and aim.

Our Accessibility Plan has been published in compliance with the Equality Act 2010, Schedule 10, Paragraph 3:

*Accessibility for disabled pupils
Paragraph*

Accessibility plans

3

(1) The responsible body of a school in England and Wales must prepare—

- (a) an accessibility plan;*
- (b) further such plans at such times as may be prescribed..*

(2) An accessibility plan is a plan for, over a prescribed period—

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,.*
- (b) (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, and.*
- (c) (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled..*

(3) The delivery in sub-paragraph (2)(c) must be—

- (a) within a reasonable time;*
- (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents..*

(4) An accessibility plan must be in writing..

(5) The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it..

(6) The responsible body must implement its accessibility plan..

(7) A relevant inspection may extend to the performance by the responsible body of its functions in relation to the preparation, publication, review, revision and implementation of its accessibility plan..

(8) A relevant inspection is an inspection under—

(a) Part 1 of the Education Act 2005, or,

(b) Chapter 1 of Part 4 of the Education and Skills Act 2008 (regulation and inspection of independent education provision in England).

2. The Accessibility and Inclusion Framework

- **The SEN and Disability Act (SENDA) 2001** amended part 4 of the Disability Discrimination Act (DDA) 1995 by introducing new duties upon LEAs and schools in respect of disabled students and prospective students. According to the Act a person has a disability if he has 'a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities'. The DDA definition differs from definition in Special Educational Needs legislation. Not all disabled children will have a special educational need or learning difficulty.

Schools will now need to ensure that:

- No disabled student is treated 'less favourably than other students in the school
- 'Reasonable steps' are taken to avoid putting disabled students at a 'substantial disadvantage'.
- 'Substantial disadvantage' is defined in the Disability Rights Commission Code of Practice for Schools 2002 as 'more than minor or trivial' and explained (para 6.11 of the Code):

'In considering what constitutes a substantial disadvantage, the school will need to take account of a number of factors. These may include: the time and effort that might need to be expended by a disabled child; the inconvenience, indignity or discomfort a disabled child might suffer; the loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.'

- Inclusive Schooling - Children with Special Educational Needs (2001, DfE) provides guidance about inclusion. Local authorities and schools must have regard to the guidance, which defines inclusive schools as having:
 - an inclusive ethos

- a broad and balanced curriculum
- early identification of barriers to learning and participation
- high expectations and suitable targets for all children

3. Key principles

- 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.

4. Aims

- To promote an inclusive ethos at St. Anne's which ensures that all students feel valued and that the needs of all students are met.
- To enable all students to reach their full potential by providing a rich, stimulating, challenging and personalised curriculum.
- To promote the social, moral, spiritual and cultural development of all students.
- To prepare all students to excel in the world of work and in their chosen path and be ready for the challenges and opportunities of the 21st Century.
- To ensure the highest outcomes and standards for all groups of students, and that any underachievement is identified and effective strategies and interventions are put in place to address this.
- To ensure that barriers to learning are identified at the earliest possible opportunity and addressed through a range of appropriate interventions.
- To support teachers and subject areas in their work on curriculum development and delivery with particular reference to issues of differentiation, curricular access and achievement.

5. Inclusion at St. Anne's

- Educational inclusion at St. Anne's focuses on provision for the emotional development and academic achievement and attainment of different groups of learners within the school, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.

By this we mean the following:

- minority ethnic students including those with English as an additional language
- students with special educational needs (having regard to the code of practice)
- gifted and talented students
- children 'looked after' (LAC) by the local authority
- students with medical needs and those with a disability
- students with emotional and behavioural difficulties

- other children such as young carers or children from families under stress
- any students who are at risk of disaffection and exclusion
- students on the Child Protection register
- students known to be eligible for free school meals
- long or short-term vulnerable or traumatised students including refugee and traveller children
- lesbian, gay, bisexual students
- transgender students
- Children at risk of Radicalisation – The 'Prevent' Duty
- Children at risk of Sexual Exploitation
- Children at risk of Honour based violence (HBV)
- Children at risk of Forced Marriage
- Children Missing from Education

At St. Anne's we are fully committed to promoting and achieving an inclusive environment in which barriers to learning and participation are overcome. We aim to achieve this by:

- recognising and valuing individual strengths, abilities and needs
- creating an environment where all students can contribute fully and feel valued
- offering a curriculum which enables all students to develop and succeed
- organising teaching groups so that they provide the most effective environment for learning and achievement
- ensuring lessons are accessible to all students
- actively involving students in their own learning
- supporting students in learning to manage their own behaviour and relationships with others
- using a wide range of assessment opportunities which enable all students to demonstrate their achievement
- rewarding all forms of achievement and improvement
- ensuring that all students have equal opportunities to participate in extracurricular activities and the social life of the school
- ensuring that all students have appropriate support in public exams. (Equality Act 2010)
- offering fresh opportunities to our students who have experienced previous difficulties
- working in partnership with parents/carers and providing any support we can

6. Physical Access

Where the physical features of our school buildings place a student with physical disabilities at a disadvantage in comparison to other students we will do everything that we reasonably can to mitigate the effects of the feature and provide the student with access.

We will make every effort to make reasonable adjustments to meet the need of every student. This might include for example planning as much of a curriculum as possible on the ground floor level for a student who is not able to access the stairs.

Our yr6-7 transition and casual admissions practice ensures that we will plan in advance how to best meet the needs of a student who is joining us with a physical disability. This reduces the number of adjustments that need to be made on an 'ad hoc' basis in response to an individual disabled student and supports an environment where provision for disabled students is seen as equal, and not different from, that of other students. In the case of a student who has temporary physical access difficulties due to an injury we also work to minimize the effects of this on access to the school curriculum.

School context:

St Anne's School is a split site school. The lower site in Enfield town does not lend itself very easily to adaptation, for example the corridors are narrow. There are long term aspirations for the whole school to be based on one site which is currently the upper school and sixth form site in Palmers Green.

Current facilities:

- Disabled toilet facilities are available on the ground floor.
- Access ramps are in place where it has been possible to fix these.
- Handrails are available on most staircases.
- Most areas of the school are well lit

Identified access difficulties:

- Access to the hall on the lower-site, from the playground and the back corridor.
- Access to the science building from the front entrance.
- Access to the playground from the front gate and entrance to the main building from the playground.
- Access to the first floor from the ground floor in all site buildings.

School improvement planning identifies and prioritises physical improvements to increase access to both sites.

7. Strategies for implementation

We ensure the effective implementation of this policy by

- regularly organising professional development activities through a CPD program meetings structure, which help all staff to understand and remove barriers to learning and participation in school including disaffection and disruptive behaviour
- developing effective systems that enable all teachers to implement strategies outlined in IEPs (Individual Education Plans) , PSPs (Pastoral Support Plans) and student targets, including those for emotional and behaviour support
- developing an understanding of differences of background, religion, culture, ethnicity, gender, through the curriculum, and assemblies
- allocating support staff to where they are most needed and ensuring that they are used to best effect by teachers

- monitoring the progress and attainment of the different groups of students led by the Deputy Headteacher for Standards, Subject Leaders, Inclusion Manager, Achievement Leaders, Assistant Headteacher, Teaching and Learning and SLT (Senior Leadership Team) line managers
- Ensuring that our Inclusion Manager and Exams Officer plan appropriately for students taking public exams.
- using all available knowledge of each child to help identify students at risk of being excluded from any aspect of school life
- providing planned and appropriate support for the specific needs of students making full use of outside support agencies providing school counselling and mentoring for identified students
- making our buildings physically accessible to all people where possible
- working with and involving parents/carers in overcoming barriers to learning and participation in school
- ensuring that all other relevant policies reflect and support the inclusive nature of our school

8. Roles and Responsibilities

The Governing Body is responsible for:

- ensuring that the school complies with Equalities and Disability and SEN related legislation, including the general and specific duties
- ensuring that the Inclusion Policy is implemented, monitored and reviewed

The Headteacher is responsible for:

- ensuring, along with the governing body, that the Inclusion Policy is implemented, monitored and reviewed
- ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- ensuring that issues of equality and inclusion are addressed within the curriculum, PSICHE 'drop-down' days and assemblies.

The Inclusion Manager is responsible for:

- The Inclusion Managers responsibilities are outlined in our SEN Policy
- Supporting staff in understanding the needs of ethnic minority students including those with English as an Additional Language (EAL) and the importance of raising their achievement
- Ensuring that effective systems are in place to identify and meet the needs of EMA and EAL students and ensuring that they are coordinated, monitored, evaluated and reviewed
- Liaising with and co-coordinating the contribution of external agencies
- Ensuring that additional exam provision for students with SEN; for example; scribes, readers and additional exam time and for those students who qualify for special consideration is provided appropriately.

The Deputy Headteacher for Standards is responsible for:

- Monitoring the progress made by ethnic minority students and other specific groups or individual students, to identify and ensure that strategies are in place for tackling underachievement.

The Deputy Headteacher for Curriculum is responsible for:

- reviewing and developing the curriculum to meet the needs of individual students and providing students and parent/carers with information to support Pathway choice.

Classroom Teachers are responsible for:

- checking their class lists and using SIMS (School Information Management System) and other signposted school data to familiarise themselves with student levels of need,
- providing the necessary challenge and support to ensure that all students achieve their potential
- implementing classroom strategies, including differentiated teaching, which ensure access to the curriculum for all students
- identifying underachievement of any student and putting in place strategies to address this
- delivering interventions outlined in the Individual Education Plan, Pastoral Support Plans or learning targets of specific students

9. Monitoring, Review and Evaluation

The Accessibility and Inclusion Plan will be monitored for its impact on the quality of provision and the outcomes for students and will be reviewed on a regular basis to ensure continuous improvement.

- The Deputy Headteacher for Standards will analyse student performance by FSM/ever6, ethnicity, ability and SEN using internal progress data, RAISEonline, matrix4, Alps and other relevant data. The outcomes for these groups of students will be compared with national outcomes for similar students. Key Stage Leaders, Achievement Leaders and Subject Leaders will regularly meet with the Deputy Headteacher for Standards to interpret the data and plan for student attainment.
- The Inclusion Manager, will monitor the progress and analyse student performance for students with SEN, EMA and G&T students
- The SEN Governor will support in reporting to the Governor Standards Committee and full Governing Body on related items.
- The impact of this policy, outcomes for groups of students and progress in meeting relevant targets in the School Improvement plan and target figures will be reported to the Governor Standards committee and full Governors through the Deputy Headteacher for Standards and Headteacher's report. This Inclusion Policy will be reviewed by the Governing Body on an annual basis
- The views of parents/carers, students and teachers will be sought through a variety of ways and their feedback used to further develop and improve provision

Acronyms Used

G&T	Gifted and Talented
DfE	Department for Education
EAL	English as an Additional Language
EMA	Ethnic Minority Achievement
IEP	Individual Education Plan
LA	Local Authority
PSHCE	Personal, Social, Health, and Citizenship Education
PSP	Pastoral Support Plan
SEN	Special Educational Needs
SLT	Senior Leadership Team
LAC	Looked After Child
SIMS	School Information Management System

ARRANGEMENTS FOR MONITORING AND EVALUATION:	EVERY 3 YEARS
DATE ESTABLISHED BY GOVERNING BODY:	SEPTEMBER 2013
REVIEWED:	SEPTEMBER 2016
DATE OF NEXT REVIEW:	SEPTEMBER 2019
RESPONSIBILITY:	HEADTEACHER

Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations:

The following checklist, which is not an exhaustive one, has been produced as a good practice guide for centres.

A Training invigilators	
1	Ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
2	As part of the training process make sure that invigilators are aware of policies and procedures relating to emergency evacuation and medication, especially where they relate to candidates with a disability.
3	Ensure that invigilators are aware of alternative means of communication, especially in the exam room when conveying information to disabled candidates.
B Information for candidates	
1	Ensure that information supplied to candidates with a disability, such as JCQ <i>Information for candidates</i> , are suitably sized and adapted.
C Seating arrangements	
1	Make sure that there are chairs available outside the examination rooms to enable those with a disability or those candidates who experience extreme stress or anxiety, to sit and rest before they enter the examination.
2	Ensure that there is sufficient space between desks and chairs to enable a candidate (or an invigilator) who uses a wheelchair to enter and leave the room without difficulty.
3	If you know that a candidate may become unwell during the examination due to the nature of their disability, try to ensure that you seat them close to the exits to make them feel more comfortable and to limit any disruption to others within the examination room.
4	Ensure that the seating is both appropriate and comfortable for those who may have a disability which affects sitting and posture.
D Candidates requiring access arrangements	
1	Where a candidate has been granted the use of an Oral Language Modifier, a reader or a scribe, ensure that those individuals who will be acting as an Oral Language Modifier, a reader or a scribe are introduced to the candidate prior to the examination(s) taking place. This is particularly important for those candidates with autism, who will find it difficult to relate to someone who is a stranger.
2	Where a candidate has been granted supervised rest breaks, try to ensure that the rest areas are suitably comfortable as well as maintaining the security of the examination. Supervised rest breaks will apply to those candidates who suffer from fatigue, hyperactivity, obsessive compulsive disorders or long term health conditions.
3	Where a candidate has been granted the use of a prompter, it is important that the person appointed to act as a prompter is aware of disability etiquette, particularly when touching the candidate's desk as a means of a prompt, or tapping the candidate's arm or shoulder. This will apply to those candidates with autism who may have difficulty with time.
4	For on-screen tests, ensure that hardware and software have been adapted for those candidates with a sensory or multi-sensory impairment.
E Emergency evacuation procedures	
1	Invigilators and all other centre staff involved in conducting examinations must be aware of the emergency evacuation procedures in place for those candidates with a disability who may need assistance in leaving the building.
2	When evacuation and emergency procedures are being explained to candidates, attention should be given to those candidates with a disability, for whom such procedures may be different.