

## **Bishop Walsh Catholic School**

### **Accessibility Plan**

# **2024-2027**

### **Contents**

1. Aims .....	3
2. Legislation and guidance.....	4
3. Action plan.....	6
4. Monitoring arrangements .....	12
5. Links with other policies .....	12
Appendix 1: Accessibility audit.....	13

## 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.

Bishop Walsh School exists as part of a partnership of home, parish and school, which together educate and pass on the Faith to our children. We aim to assist parents in their God given role as educators by providing a Catholic secondary education.

As a Catholic school, our aim is to develop a community which is based on the teachings of Jesus Christ and guided by the Holy Spirit. It is a community based on love, trust and respect, in which young people develop as fully integrated persons in Christ.

Together we strive for every member of our community to achieve their full potential, academically, personally and spiritually in the atmosphere of high-quality personal relationships. 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 pupils, parents, staff, external agencies 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 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
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>The Key Stage 3 curriculum is differentiated for all pupils with specialist teaching groups used where needed to support SEN students. All pupils work towards completing a full range of KS4 qualifications appropriate to their needs</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>Staff receive annual SEND training.</p>	<p>To review the curriculum in a timely fashion to ensure it continues to meet the needs of all students</p> <p>Educational visits are planned well in advance to ensure all pupils with SEND, including those with physical disabilities, are able to participate fully</p> <p>Ensure that all resources meet the needs of students who access the school using a wheelchair or mobility aids (M/L) continue to review the appropriateness of all equipment and resources.</p>	<p>Review booklets with KS3 co-ordinators and take action where necessary to ensure that they are accessible for pupils with learning difficulties and enable them to make good progress in all curriculum areas.</p> <p>Consider alternative access arrangements and qualifications to ensure that all pupils are able to fully access a broad and balanced curriculum suitable to their needs and abilities</p> <p>Review the pathways available to students at KS4 and 5 to increase participation from a range of students</p>	<p>Curriculum Director</p> <p>SENCo</p> <p>Subject Leaders/Key Stage 3 co-ordinators</p> <p>SLT</p> <p>SENCo</p> <p>SENCo</p> <p>External agencies</p>	<p>Annually</p> <p>February 2024 and ongoing</p>	<p>A fully developed broad and balanced curriculum that provides access for learners of all abilities with measurable progress and outcomes</p> <p>All students are able to take part in educational visits and trips</p> <p>All staff will be aware of their duty to make reasonable adjustments</p>

<p><b>Maintain access to the physical environment</b></p>	<p>Work has been undertaken to ensure that Bishop Walsh is accessible to <b>some with physical disabilities.</b></p> <p>Where possible, level access at entry points provide easy access to the buildings.</p> <p>Marked disabled parking bays are present in the carparks.</p> <p>Pupils are allowed to leave lessons a few minutes early if required to avoid crowded corridors</p> <p>A dedicated personal care wash room has been completed for students requiring intimate care.</p> <p>The Damascus suite has been set up with side access on one level to accommodate pupils with <b>temporary</b> medical needs.</p>	<p>To ensure the gains that have been made in providing an accessible building are maintained and reviewed where required.</p> <p>To continue to implement, review and monitor the use of care plans and management plans for pupils with physical disabilities.</p> <p>Work with the school rebuild programme from April 2025 to ensure that the future school building is accessible with lifts and access points.</p>	<p>Provide training, where appropriate, for staff in physical management of pupils and for personal care needs.</p>	<p>SENCo Site services</p> <p>SENCo External agencies</p>	<p>Completed</p>	<p>Students with physical disabilities are appropriately supported with movement around school.</p> <p>Plans for the school rebuild will include lifts and access points (from April 2025). <b>We are currently unable to accommodate pupils who use a wheelchair full time.</b></p>
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<p><b>To maximise the information and resources available to aid transition of all pupils with SEND at all key transition points (KS2-3, 3-4 and 4-5, 5-HE)</b></p>	<p>Parents of potential pupils are encouraged to visit school for tours/meetings with the SENCo before making school choices</p> <p>Transition meetings for pupils entering year 7 with SEND take place well in advance</p> <p>Additional transition visits are arranged for pupils who need additional support</p> <p>Comprehensive information sharing between feeder primary schools and BW.</p> <p>SENCO attends EHCP reviews for pupils in year 6 that transition to us</p> <p>SENCO meets with parents during Summer term of year 6 where needed</p>	<p>To ensure high quality advice and guidance is offered at all stages</p>	<p>Enhanced support for SEND pupils and parents when choosing options in Year 9 by providing a number of sessions (review days, parents' evening, information evenings)</p> <p>Raising achievement assistants (LPA) accompany SEND students on transition visits to college etc in Year 10 and 11</p> <p>Enhanced support for SEND pupils and parents when choosing Further Education options in Year 11 by providing appointments with the careers advisor at numerous points across key stage 4</p>	<p>SLT Head of Year 9 SENCo</p> <p>SENCO</p> <p>SENCo SLT Head of Year Sixth Form SENCo</p>	<p>Annually/on-going</p> <p>Annually/on-going</p> <p>Annually/on-going</p> <p>Annually/on-going</p>	<p>Students are thoroughly prepared for the transition at each stage of their education allowing them to make informed and appropriate choices</p>
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<p><b>To ensure effective deployment of resources to ensure that SEND pupils are fully supported in all areas of the school</b></p>	<p>LPAs are timetabled to ensure that all students with EHC plans are appropriately supported in lessons</p> <p>LPAs allocated to key students at the start of the day to provide support to students before the school day begins</p> <p>LPAs are timetabled to support in the nurture groups in key stage 3 in the core subjects</p> <p>Physical resources are well managed and available to ensure students with special requirements can access equipment when needed</p>	<p>To maximise the impact of LPAs and the physical resources available to ensure that SEND pupils are making progress in line with their expected outcomes</p>	<p>Review of LPA timetables to ensure fixed and dynamic strategies are used to meet need where areas of concern are identified</p> <p>Upskill LPA, pastoral and behaviour support staff to be able to effectively mentor students to ensure progress from agreed benchmarks is made</p> <p>Have a set of Chromebooks and Laptops for SEND pupils to use</p>	<p>SENCo</p> <p>SLT SENCo</p> <p>IT Support SENCo</p>	<p>Termly</p> <p>Ongoing</p> <p>July 2024</p>	<p>Effective support can be deployed to ensure the differing needs of pupils are met on a demonstrated needs basis</p> <p>Effective mentoring strategies are used to ensure pupils are able to function effectively in school</p> <p>Loans of effective reliable equipment for exams and when demonstrated need is met in the classroom</p>
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<p><b>To have a robust program of support for students with SEMH from early identification to embedded practice in all areas of the pupil's education</b></p>	<p>Outline work is being undertaken to ensure a cohesive approach to SEMH is undertaken prior to further delivery of this to staff</p>	<p>Staff are upskilled to recognise and support students with SEMH effectively.</p> <p>Pupils are added where appropriate to the SEN register for SEMH.</p> <p>Pupils at Bishop Walsh have extensive support for all areas of SEMH allowing them to be successful and make progress to achieving appropriate outcomes relative to their starting point.</p>	<p>Whole school awareness training to ensure SEMH is fully understood by all staff in the school</p> <p>Training for all staff on effective strategies to manage challenging behaviour.</p> <p>Initial training undertaken with all staff to raise awareness of ADHD and the associated impacts of this.</p> <p>Robust frameworks implemented utilising the embedded diagnostic and screening tools. Referral and collaboration with external agencies for higher level SEMH young people.</p> <p>Pupils at Bishop Walsh have trained Mental health first aiders available and staff.</p>	<p>SLT</p> <p>SENCo</p> <p>SENCo</p>	<p>2024 academic year</p> <p>2024 academic year</p>	<p>Reduction of Fixed Term Exclusions (FTE)</p> <p>Reduction in Permeant Exclusions</p> <p>Whole school CPD for SEMH areas.</p>
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#### **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 body.

#### **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy.



