



**ST PHILIP HOWARD CATHOLIC HIGH SCHOOL**

# **ACCESSIBILITY PLAN**

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# ST PHILIP HOWARD CATHOLIC HIGH SCHOOL

## SCHOOL ACCESSIBILITY PLAN

### Contents

- 1. Introduction**
- 2. Vision and values**
  - Being Inclusive
- 3. Definitions**
- 4. Objectives to achieve improved accessibility to all users of the school and site who have disabilities**
  - Increasing access for disabled students to the curriculum
  - Improving access to the physical environment of schools
  - Improving delivery of written information to disabled students
- 5. Management, co-ordination, implementation, resourcing and evaluation**
- 6. Consultation on the Strategy**
- 7. Accessibility of the Strategy**
- 8. Appendices**
  - Increasing access for disabled students to the curriculum – Appendix A
  - Improving access to the physical environment of schools – Appendix B
  - Improving delivery of written information to disabled students – Appendix C

### 1. Introduction

The Equality Act 2010 states that it is against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- 'direct discrimination', eg refusing admission to a student because of disability
- 'indirect discrimination', eg only providing application forms in one format that may not be accessible
- 'discrimination arising from a disability', eg a disabled pupil is prevented from going outside at break time because it takes too long to get there
- 'harassment', eg a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation, eg suspending a disabled student because they've complained about harassment

### **Reasonable adjustments**

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- changes to physical features, eg creating a ramp so that students can enter a classroom
- providing extra support and aids (like specialist teachers or equipment)

### **Special Educational Needs (SEN)**

All publicly-funded pre-schools, nurseries, state schools and local authorities must try to identify and help assess children with Special Educational Needs.

If a child has a statement of special educational need, they should have a 'transition plan' drawn up in Year 9. This helps to plan what support child will have after leaving school.

## **2. Visions and Values**

The Accessibility Plan is the main route through which the Governing Body will support learners with disabilities in school, as well as discharging its duties to other site users under the Equality Act.

In this the school is guided by the statutory general inclusion statement in the National Curriculum, and by the West Sussex Children and Young People's Plan 2010-2015. The Governing body support the following statement, taken from the plan:

### **Being inclusive**

'In West Sussex, we believe that all children and young people should be able to access and receive the services they need, that their experience of those services are of the highest quality, and that those services provide a positive outcome wherever possible. Access to and receipt of services should be regardless of location, ability, age, gender, background, race and sexual orientation.

We respect and value diversity, encourage an inclusive culture and ethos, are committed to providing equality of opportunity for all, and to eliminating unwarranted and/or inappropriate discrimination of any kind.

In West Sussex, we are working to identify and overcome barriers that might prevent children, young people and families from accessing the services they need, for example, the significant difficulties for many people living in isolated rural areas.

It is our collective responsibility to behave in an ethical way, to promote fairness and equality and to ensure that children and young people who may be at risk of exclusion, marginalisation or underachievement are able to participate and achieve as fully as possible.'

The Governing Body of St Philip Howard fully support the ethos above and are actively working to achieve fairness, accessibility to facilities and equality for all users of the school site.

### **3. Definitions**

The Equality Act 2010 “a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day to day activities”. Impairments include sensory impairments – for instance sight or hearing impairments. Other examples of included conditions are:

- Medically diagnosed ADHD
- Recognised mental illness

People who have had a disability or illness which caused them to be classified as coming under the Equality Act are always protected from discrimination even when they no longer have the condition which caused the classification initially, e.g. persons who have previously suffered from and been successfully treated for cancer.

### **4. Objectives**

#### Increasing access for disabled students to the curriculum (*Appendix A*)

Access to the curriculum covers all aspects of the wider curriculum, including after school activities, lunchtime clubs and school visits. It includes ensuring that staff receive all relevant training and support to enable them to fully support disabled learners, as well as ensuring that the correct resources are in place to support the teaching and learning.

#### Improving access to the physical environment of schools (*Appendix B*)

This includes improvements to the physical environment of the school. This can include building issues as well as visual and acoustic improvements.

## Improving delivery of written information to disabled students (Appendix C)

This area covers how the school will seek to ensure that all written information available is equally as accessible to all students regardless of disability. It also covers the way in which the school will ensure that it meets the needs of parents with disabilities in its method of information management and dissemination.

### **5. Management, co-ordination, implementation, resourcing and evaluation**

Responsibility for managing and implementing the school's Accessibility Plan lies with the Governing Body and Leadership of the school. This is managed using the following framework:

- The school Accessibility plan action points for the physical environment are incorporated into the school Premises Development Plan.
- Resource requirements for individuals are considered and acted upon on an 'as and when' basis, as these are typically very specific requirements and need to be individually assessed. An example of this would be the provision of appropriately sized worksheet fonts for a student with a significant visual impairment.
- Training needs are managed in various ways, including whole school training where it is considered relevant, for example in the case of ADHD and behaviour management. Additionally where the specific needs of a student or member of staff require specific training for staff members, this is sourced and arranged. Training in both categories is typically sourced and arranged by the AEN Coordinator.
- The school is already data rich and the progress of students with disability is closely monitored to help us to evaluate the success or otherwise of our provision. Where our evaluation shows that a student needs further or alternative support this is put in place.
- Our new student documentation includes a section inviting parent/carers to advise us of any access needs that they may have, so that the school can ensure that reasonable provision and adjustment is made to ensure that they have the same access to information as parents without disability. This is assessed on an individual basis, arranged through the AEN Coordinator.

### **6. Consultation on the strategy**

Guidance and feedback has been sought from various stakeholder groups and this process is ongoing at the time of production of this draft School Accessibility Plan.

A profoundly disabled parent toured the school with the Inclusion Coordinator to assess the physical environment, and provided some significant feedback. Notes from this assessment are included as an appendix to this plan. As will be seen some of the guidance has already been actioned. As a result of the admission of the

student and the greater understanding of the needs of the parent, our initial documentation has been amended to ensure that we have information on needs as early as possible in the process.

Staff consultation is being implemented at this time, with feedback and results to be incorporated once analysed.

Student consultation is to be managed through the student body.

Local community consultation is to be managed through the Diocese of Arundel & Brighton.

## **7. Accessibility of the Strategy**

The school will endeavour to make this plan accessible to as many people as possible by using various methods of delivery. It will be made available in the following ways:

- School website
- Printed in standard font
- Printed in enlarged font
- Other options being considered are:
  - Audio
  - Foreign translation

## **8. Appendices** (See following)

## Appendix A

### St Philip Howard Catholic High School Accessibility Plan Curriculum access

<b>Individual</b>	<b>Difficulty</b>	<b>Need</b>	<b>Proposed Date (Academic year)</b>	<b>Estimated Cost</b>	<b>Date Achieved</b>
Various	Mobility	access to upper floors in main block	Long term issue	£400,000	

**Appendix B**

**St Philip Howard Catholic High School  
Accessibility Plan Physical Environment**

<b>Area</b>	<b>Difficulty</b>	<b>Need</b>	<b>Proposed Date (Academic yr)</b>	<b>Estimated Cost</b>	<b>Date Achieved</b>
<b>Work not yet in hand</b>					
Sixth Form Centre	No Wheelchair access	Ramped Access – new sixth form block	16/17	Tba	
Main Block	No access to upper floors	Lift or walk through access from South Block	15/16	£120,000	
<b>Work completed</b>					
Outdoor changing facilities with disabled access	No wheelchair access to outdoor changing			£310,000	Jan 2014

## Appendix C

### St Philip Howard Catholic High School Accessibility Plan Information Provision

Area	Need	Action	Proposed Date (Academic year)	Estimated Cost	Date Achieved
Parents	Advice of access requirements – new students	Application form amended to request and allow for provision of information	Ongoing	n/a	
Parents	Advice of access requirements – existing students	Letters re open evenings and meetings to have appropriate clause included.	Ongoing	n/a	