



Accessibility Policy

Head Teacher: Mr N Fisher
Chair of Governors: Mrs J Johnson

Originator Date	October 2017
Review Date (Three Yearly)	Autumn 2020

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 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

St Columba's aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The school vision is central to everything St Columba's does. It is displayed throughout the school and says:

Our school is an inclusive place of learning that celebrates and welcomes diversity. Every member of our community is a unique and special creation of God and is known, cared for and valued for the contribution they make. Every student is challenged and supported to achieve his best.

The plan will be made available online on the school website, and paper copies are available upon request.

St Columba's is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

St Columba's supports any available partnerships to develop and implement *the plan*. We work closely with the Archdiocese and the Local Authority to support our work in this area.

St Columba'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.

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 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.

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>Increase access to the curriculum for students with a disability</p>	<p><i>Our school is an inclusive place of learning that celebrates and welcomes diversity. Every member of our community is a unique and special creation of God and is known, cared for and valued for the contribution they make. Every student is challenged and supported to achieve his best.</i></p> <p>Equality is core to our vision. Our school offers a differentiated curriculum that enables all students to achieve their best.</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>To improve the progress of SEND students.</p>	<p>Review progress data.</p> <p>Improve interventions to support SEND students.</p>	<p>LFS With support from KKD, PML & HMN.</p>	<p>Ongoing: half termly</p>	<p>Progress of SEND students improved.</p>

	We have two Resourced Provisions which enable access to mainstream education for students with Autism and with Complex Needs.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. All school building projects are carefully assessed for the positive impact potential for students with disabilities.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Science stairs do not provide access to the Main Hall building.</p> <p>There is only stair access to Music and IT.</p>	<p>Lift installed.</p> <p>SEND new build to include lift to access Music and IT.</p>	<p>SBM</p> <p>SBM</p>	<p>Easter 2018</p> <p>Easter 2018</p>	<p>Lift installed.</p> <p>Lift installed.</p>

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 Resources Committee.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Medical Needs Policy

APPENDIX – ACCESS TO THE CURRICULUM

- Access to the curriculum is monitored by Deputy Head Teacher (Achievement) and the Assistant Head Teachers with responsibilities for the Key Stages 3 and 4. All members of the Senior Leadership Team actively contribute to the monitoring of students' access to the curriculum through the school's performance Line Management Structure, as they line manage Heads of Department, Heads of Year and the SENCo. SLT meet with those they line manage at least once each half term. Minutes from these meetings are analysed each half term to ensure that SLT have an overview of issues relating to teaching and learning. Concerns are identified and action to address planned, implemented and reviewing through PLM meetings, the Academic and Pastoral Boards and SLT meetings.
- Students in Key Stages 3 and 4 have curriculum that is broad and balanced and responds to their needs. The following documents/policies support our provision of an appropriate, broad and balanced curriculum:
 - School Development Plan (including subject departmental development plans)
 - Curriculum Policy
 - Equality Policy
 - SEND Policy
 - Teaching, Learning and Assessment Policy
 - Behaviour for Learning Policy
 - Medical Needs Policy
- Within their teaching teams, Heads of Department monitor students' progress and review with their SLT line manager each half term. Similarly, Heads of Year meet with their SLT line managers and Assistant Head Teachers with responsibility for Key Stage 3 and 4 every half term to review the progress of students in their year groups, their A2L, attendance and punctuality. Concerns relating to individual students/ and groups' access to the curriculum are highlighted and raised with the Deputy Head Teacher (Achievement). The progress of students identified as 'Disadvantaged'/'Pupil Premium' is a particular focus for Heads of Department and their SLT line managers during these half-termly meetings.
- The findings and actions emanating from these meetings are minuted. The minutes from all departments are analysed by the member of SLT with responsibility for the Quality of Teaching. Trends and anomalies across the school are identified and shared with SLT, who in turn, address with Heads of Department and Heads of Year. This information is used to inform our CPDL provision and to assess the access to the curriculum of individual students and groups of students.
- Every term Academic and Pastoral Boards are convened to discuss the progress of students in all year groups. Progress data is analysed for groups of students and concerns about groups and individuals are addressed and action implemented. The impact of those actions are reviewed at the next Academic/Pastoral Board.
'Disadvantaged'/'Pupil Premium' students are a particular focus for the Academic Board, as well as any other groups that are raised as a particular concern for the school.
- St Columba's Catholic Boys' School mainly use a setting approach to teaching groups. Students in Key Stage 4 are in mixed ability classes for the Progression Pathways subjects (formerly option subjects).
- When students join the school in Year 7, we use their Key Stage 2 results, complemented by CATs results to set students.
- Termly progress data is reviewed by Heads of Department every term and students in all year groups are moved between sets in response to their needs and to facilitate access to the most appropriate curriculum delivery for them. The review is led by the Heads of English and Maths.
- During Year 9, decisions are made regarding Progression Pathways for Key Stage 4 study. The decision process draws upon a range of data:
 - Student/Parental preferences
 - Students' career aspirations
 - Students' further and higher education aspirations

- Assessment data over time
- Prior attainment data
- A2L (Attitude to Learning) data
- Guidance from the SENCo
- Recommendations from the Head of Year
- This information is analysed in order to ensure that each student has a broad and balanced curriculum that is responsive to his needs and future plans.
- Further consultation takes place with students, parents and staff as the need arises in response to student, parent or staff queries.
- For students with particular learning or other needs a more bespoke curriculum is devised.
- All students have access to the English Baccalaureate suite of qualifications through the mandatory suite of qualifications and the Progression Pathways process.
- For some students, the English Baccalaureate is the most appropriate path, given their ability, future progression routes and career aspirations, and so their Key Stage 4 is devised by the Deputy Head Teacher (Achievement) and discussed fully with students and their families should concerns be raised.
- Data from primary schools, CATs and internal progress data inform differentiated mainstream classroom teaching and learning support interventions, together with information from parents, students and professionals.
- The SENCo and SEND team support the tracking, monitoring, action planning, interventions and reviewing of impact of students with SEND and those who would benefit from investigation into the possibility of an undiagnosed special educational need.
- Students with medical needs, unable to access school full-time, are supported by the SEND Department, as appropriate, and the Pastoral Team.
- During Key Stages 3 and 4, as required, students are identified for Access Arrangements.
- The Learning Support Unit (LSU) and the St Ambrose SEN (SEN Department/Resourced Provision/Complex Needs Provision) manage sections of the curriculum for identified students, including short-term intervention and longer-term curriculum delivery, for identified students. This support is reviewed by the SENCo, Heads of Year and SLT Line managers to ensure that it is appropriate for the needs of these students and enables access to an appropriate curriculum for them.