

# Accessibility Plan

for



# All Hallows Catholic School

## Document Control

Date	Version	Changes	Senior Leadership Team Approval	Governing Body Approval
30 Nov 20	V1.0	Updated to new format	M Baines	I Anderson
7 Dec 20	V1.0	Approved & Adopted	M Baines	L Reynolds
8 Sep 22	V1.1	Updated for 2022/2023, approved & published	D Spare	A Paterson / I Anderson

## Review Schedule:

Document Reference [PPL.027](#)

Review Cadence: [Annual](#)

Next review date: [September 2023](#)

All Hallows is committed to providing an environment that is suitable and sufficient for all educational purposes which values and includes all students, staff, parents and visitors regardless of Special Educational Needs or Disabilities.

All Hallows is committed to challenging negative attitudes about disability and discrimination and accessibility to ensure we develop a culture of awareness, tolerance and inclusion.

All Hallows is committed to improving the physical environment of the school, the curriculum within the school and the access of information to all stakeholders with disabilities.

Attached is the action plan relating to the key aspects of accessibility as outlined in the Equality Act 2010 and the school's Equality Policy.

This plan operates alongside the school's SEND Policy and is consistent with it in terms of principles and resourcing.

The plan will be adjusted and reviewed annually.

All Hallows acknowledges a role in raising awareness and training staff and governors in all matters related to disability discrimination and the need to inform attitudes on this matter.

The school website will make reference to this Accessibility Plan.

The Plan will be monitored by the Governing Body as well as the Senior Leadership Team.

### **Key Personnel:**

Designated Safeguarding Leads (DSL(s) are: [dsl@allhallows.net](mailto:dsl@allhallows.net)

Mr David Hurley - Contact details: [d.hurley@allhallows.net](mailto:d.hurley@allhallows.net), Tel: 01252 319211

Mr Chris Rees - Contact details: [c.rees@allhallows.net](mailto:c.rees@allhallows.net), Tel: 01252 319211

Deputy DSL(s) are:

Head of Lower School: Mr Rob Antrobus - Contact details: [r.antrobus@allhallows.net](mailto:r.antrobus@allhallows.net)

Head of Upper School: Miss Vikki Milnes - Contact details: [v.milnesl@allhallows.net](mailto:v.milnesl@allhallows.net)

Special Education Needs and Disabilities Co-ordinator (SENDCo): Miss Rebecca Peters - Contact details: [r.peters@allhallows.net](mailto:r.peters@allhallows.net)

Lay Chaplain: Mrs Teresa Fanshawe - Contact details: [t.fanshawe@allhallows.net](mailto:t.fanshawe@allhallows.net)

The nominated Child Protection/Safeguarding Governor is: Mrs Anne Long - Contact details: [a.long@Governors.allhallows.net](mailto:a.long@Governors.allhallows.net)

The Headteacher is: Mr Mark Baines - Contact details: [m.baines@allhallows.net](mailto:m.baines@allhallows.net)

The Chair of Governors is: Mr Ian Anderson - Contact details: [i.anderson@Governors.allhallows.net](mailto:i.anderson@Governors.allhallows.net)

Objective	Progress	Aims	By Whom	By when
To improve the extent by which disabled pupils can participate in the school's curriculum.	<ul style="list-style-type: none"> <li>Disabled students follow the same curriculum as other students who are not disabled.</li> <li>Disabled students are invited to attend all school trips and supported in doing so if needed.</li> <li>Planning takes place in advance to enable students to participate in trips and extracurricular activities.</li> <li>Disabled students requiring additional resources or staffing for specific lessons such as practical subjects are supported and timetabled to ensure their needs are met.</li> <li>Students who take part in choir, for example, have their additional interventions moved to support this.</li> <li>Staff routinely give additional time to ensure lessons are fully accessible.</li> </ul>	<ul style="list-style-type: none"> <li>To audit the school for students who are registered disabled or consider themselves disabled and ensure this model is working. Including parents/guardians or carers.</li> <li>To ensure <b>all</b> staff are aware of disabled students and make reasonable adjustments and plan for their needs within school trips or extra-curricular activities.</li> <li>To revise the transition forms to ensure that registered disabled children or those considered disabled are identified immediately at transition.</li> <li>Brief all staff and ensure they have adequate training on meeting the needs of disabled students on trips and extracurricular activities.</li> </ul>	<p>SENDCo</p> <p>SENDCo / D Ragg</p> <p>R Antrobus</p> <p>SENDCo</p>	July 2023

	<ul style="list-style-type: none"> <li>• Specific staff have been trained to do low level physiotherapy interventions and wheelchair handling for specific children in specific circumstances.</li> <li>• Students who are disabled have achievement celebrated on all levels. PC's are user friendly for disabled students.</li> <li>• Resources are user friendly and Student Passports are used by staff.</li> <li>• Appropriate furniture has been purchased for students with specific needs and timetabling has ensured that the student does not visit more classrooms than is necessary.</li> <li>• SENDCo highlights the specific sensory or physical disabilities to all staff, and conducts checks to ensure that supportive measures are carried out as per pupil passports.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the uptake and expand if possible the extracurricular activities available to disabled students.</li> <li>• Training to be offered to staff on disability discrimination and creating an inclusive curriculum.</li> <li>• Ensure students with a disability are trained to use the IT resources available and specific to their needs.</li> <li>• Ensure high quality communication with parents of students with disabilities, so that they know that their child is welcome on and will be supported on all school activities that take place outside of school.</li> <li>• Improved frequency of checks by SENDCo and her team on the implementation of Pupil Passport actions related to sensory or physical disabilities.</li> </ul>	D Ragg  SENDCo  SENDCo  D Ragg  SENDCo	
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<p>To improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of the education, benefits, facilities and services offered by the School.</p>	<ul style="list-style-type: none"> <li>• Children are given additional time to transition around the buildings where necessary, and the school day has been adapted to reduce transitions.</li> <li>• School now benefits from high contrast edging and hand rails in all major routes for student and staff travel around the school.</li> <li>• Lifts installed in IT block, Sixth Form Centre and Ark.</li> <li>• Disabled toileting facilities are in place and available – e.g. sixth form, Ark</li> <li>• Departments where students need to access extra support such as homework club, drama music, art and DT have at least one classroom for each subject which are located on the ground floor or are accessible by lifts e.g. ICT</li> <li>• Students who are disabled have access to disabled parking bays and flexible access to most parts of the school buildings and gates.</li> <li>• Increase in disabled parking spaces at the front of the school.</li> <li>• Concerts and parental meetings moved from the hall to the auditorium to ensure easier access</li> <li>• Ramps installed at various locations around the school e.g. Maddens, Canteen entry, sixth form entry, Study Centre</li> <li>• Automated doors on entry to the school and sixth form centre.</li> <li>• SEND space moved to the front of the school to improve accessibility to the space for our most vulnerable students and for parents.</li> <li>• Canteen layout improved to ensure better circulation, including use of a ramp as an entrance to the venue.</li> </ul>	<ul style="list-style-type: none"> <li>• To investigate the barriers to a lift being installed in the DT block, RE/MFL block and Science block.</li> <li>• To ensure that the buildings are maintained and in keeping with the Equality Act, stairways well lit, doors are easy to open, handrails are available, contrast flooring is available.</li> <li>• Ensure disabled parking arrangements are in place for all students with a disability and that the school is flexible about the use of these facilities.</li> <li>• To investigate safety in canteen queues to ensure stability and safety of disabled students.</li> <li>• To investigate the potential location of further disabled toilets around the school site.</li> <li>• Ensure classrooms are optimally organised for students with sight, hearing, physical or other disabilities and all minor adaptations enabling maximum accessibility have been carried out.</li> </ul>	<p>C Antrobus</p> <p>C Antrobus</p> <p>C Antrobus</p> <p>C Antrobus</p> <p>D Hurley</p> <p>C Antrobus / C Tighe</p>	<p>July 2023</p>
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<p>To improve the delivery to disabled students of information which is readily accessible to students who are not disabled.</p>	<ul style="list-style-type: none"> <li>• Students work is routinely put in larger fonts when required.</li> <li>• All school information can be displayed electronically so parents and students can access at home using compatible software or enlarging screens. All letters and communication are sent home electronically so that they can be accessed at home using compatible software or enlarging screens.</li> <li>• Parents are offered ground floor meeting rooms close to the reception area when meeting to communicate needs of students. All other alternative meeting rooms are accessible by a lift from the front car park.</li> <li>• A new meeting space for parents has been constructed by the Ark to improve accessibility still further.</li> </ul>	<ul style="list-style-type: none"> <li>• All letters sent home should be in easy to read fonts and monitored to ensure readability.</li> <li>• Larger prints of letters and information should be made available to students regarding trips/ exam timetables etc.. if this is their normal working practice.</li> <li>• Training to be offered to staff on disability discrimination and creating an inclusive curriculum.</li> <li>• Investigate what other electronic devices the school can invest in to provide enhanced access to resources.</li> </ul>	<p>Admin Team</p> <p>Admin Team</p> <p>SENDCo/ C Tighe</p> <p>K Ellis / M Baines</p>	<p>July 2023</p>
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