

# English Martyrs' Catholic School



## Accessibility Plan

*English Martyrs, as a community centred in Christ,  
strives to develop the talents of each person.  
'May they all be one.'*

<b>Approved/reviewed by Governors:</b>	
8 <sup>th</sup> May 2024	
<b>Date of next review</b>	May 2025

### 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

English Martyrs' Catholic 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.

This Policy is carried out within the context and spirit of the school's Mission Statement. It supports and reinforces the aims of English Martyrs' Catholic School, valuing all children equally and as individuals.

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.

At English Martyrs' Catholic School, we have a wide range of needs. These include

- Children with visual impairments
- Children with hearing impairments
- Children with ASD
- Children with ADHD
- Children with physical disabilities
- Children with additional medical needs including allergies, asthma, eczema
- Children with emotional needs including attachment and trauma

English Martyrs' Catholic School's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, parents, pupils, Governing Body.

## **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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

### 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	OBJECTIVES	ACTION TO BE TAKEN	PERSON RESPONSIBLE	DATE TO BE COMPLETED	SUCCESS CRITERIA
Ensure that online learning is accessible to all	<p>Home learning easily accessible on website during school/bubble closure.</p> <p>Schools used Satchel One to communicate to Parents.</p> <p>Laptops made available for students with no computer access at home</p> <p>Regular home contact to encourage support</p>	<p>Ensure all home learning is differentiated in class</p> <p>Ensure font layout is friendly and accessible to all. Paper copies made available if required</p>	Staff consultation	<p>SLT/SENDCo</p> <p>SLT</p> <p>Form tutors/ Head of Year/Assistant Head of Year</p>	As and when required	All students can confidently access and succeed during periods of learning from home.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of the pupils as required: Corridor width</p> <p>Disabled toilets and changing</p> <p>Library shelves at accessibility height</p> <p>Lift available if required</p>	<p>To ensure that classrooms and corridors are clutter free</p> <p>Safety signage is clearly visible and appropriate</p>	Bi-Weekly premises walks	AL/Premises Team	Ongoing	School corridors are clear and clutter free
Improve the delivery of information to pupils with a disability	<p>Use of a range of communication methods to ensure that information is accessible. This includes: Internal signage</p> <p>Large print resources (if required) Hearing microphones Pictorial or symbolic representations</p>	<p>Ensure that school follows advice from external agencies regarding supporting children with additional needs</p> <p>Ensure all printed material is available in dyslexia format</p>	<p>Staff to ensure that recommendations from external agencies are implemented</p> <p>Ensure all printed material is available in dyslexia format</p>	SLT/SENDCo	Ongoing	<p>Advice is implemented from external agencies</p> <p>Visual signage is used throughout school Communication is in a dyslexia friendly font</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 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*

*Equality information and objectives (public sector equality duty) statement for publication*

*Special educational needs (SEN) information report*

*Supporting pupils with medical conditions policy*