

# Mary Immaculate High School

## School Accessibility Plan

### 2017-19

#### 1.0 Purpose

- 1.1** This plan exists to ensure that the school is equally accessible to disabled students and students with special educational needs and that these students are not prevented from achieving academically, or getting maximum benefit from their school life, by being disadvantaged through inadequate provision of building structural services, facilities, resources or curricular/extracurricular organisation.
- 1.2** Disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.
- 1.3** The plan will also consider the requirements of disabled parents/carers, staff and visitors to the school. The main objectives of this plan are:-
- To increase the extent to which students with special educational needs or difficulties can participate in the school curriculum
  - To improve the physical environment of the school to ensure that students with any kind of disability or learning difficulty can participate in all school activities
  - To access the delivery of written information to students to ensure that formats are available for students with disabilities or learning difficulties
  - To ensure that the school listens to the views expressed by the students or parents about their preferred means of communication.
- 1.4** This plan is developed in conjunction with the school policies on Equality, Diversity and Cohesion and Special Educational Needs. Actions identified from it will feed into the School Development Plan.

#### 2.0 Responsibilities

- 2.1** The Governing Body will ensure that adequate resources are available for meeting the needs of existing disabled students /parents/carers/staff as identified as part of accessibility planning.
- 2.2** Once this has been achieved it will also consider the potential needs of future disabled students . However, it is recognised that such requirements may have an associated cost and these requirements will therefore not be implemented until the need to do so actually arises.
- 2.3** The Headteacher is responsible for ensuring that specialist help is provided to students with disabilities or specific learning difficulties in line with the LA guidelines and that LA support services and resources are fully engaged. This could involve working with other local schools to use their specialist resources.
- 2.4** The Headteacher is responsible for ensuring that this plan is monitored and evaluated.

### **3.0 Principles of School Accessibility Planning**

- 3.1** The school will not discriminate against disabled students or those with a statement of special educational needs in their admissions and exclusions or in provision of education and other related school activities.
- 3.2** The school will not put disabled students / those with a statement of special educational needs at a substantial disadvantage.
- 3.3** The school will assess accessibility annually and publish an Accessibility Plan identifying any actions that need to be implemented.
- 3.4** Effectiveness of the Accessibility Plan will be monitored by the Governing Body.
- 3.5** The student's right to confidentiality will be respected.
- 3.6** The views of the parents will be obtained to ensure that each student with a disability/statement of special educational needs is given an individual support plan that best meets their needs.
- 3.7** All staff will be fully briefed on the requirements of the support plans for students with a disability/statement of special educational needs.
- 3.8** Full Risk Assessments will be carried out to ensure the safety and well-being of disabled students / those with a statement of special educational needs.
- 3.9** All appropriate support resources and materials available from the LEA will be engaged.

### **4.0 Increasing Participation in the School Curriculum**

- 4.1** The physical environment will be assessed including steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, signs, interior surfaces, floor coverings, room décor and furniture.
- 4.2** Required improvements to physical access will be identified in line with current and possible future needs and within the constraints of the school funds. Such improvements could include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and way-finding systems.
- 4.3** Physical aids to support education will also be reviewed. Such aids might include ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for student's with motor coordination and poor hand/eye skills, specialist pens and pencils, sloping desks, booster seats and specialist seating.

## **5.0 Improving the Delivery of Information to Disabled Pupils**

**5.1** Written information provided by the school to its students must be accessible to disabled students. The information should take account of student's disabilities, students and parents preferred formats and be made available within a reasonable time frame. The information might include handouts, timetables, and information about school events. The school might consider providing the information in alternative formats (such as large print, audio tape, braille, a recognised symbol system, and using pictures) by using ICT (via the school app), or by providing the information orally, through lip speaking or in sign language.

## **6.0 Monitoring and Evaluation**

**6.1** The progress on implementation of the Accessibility Plan and monitoring of its effectiveness is the responsibility of the school Governing Body

**6.2** Evaluation based on the following indicators:

- Greater satisfaction of disabled students and their parents with the provision made for them and their participation in the life of the school;
- Evidence of the greater involvement of disabled students in the full life of the school (for example, participation in after school clubs, leisure, sporting and cultural activities and on school trips);
- Observable changes in staff confidence in teaching and supporting disabled students with a range of needs;
- Audits carried out on the main curriculum areas;
- Progressive planned improvements to the physical environment of the school;
- Information being available to pupils in a range of formats.

**Please note : aspects of this policy are also now included in the new Health Care Needs Plan policy**