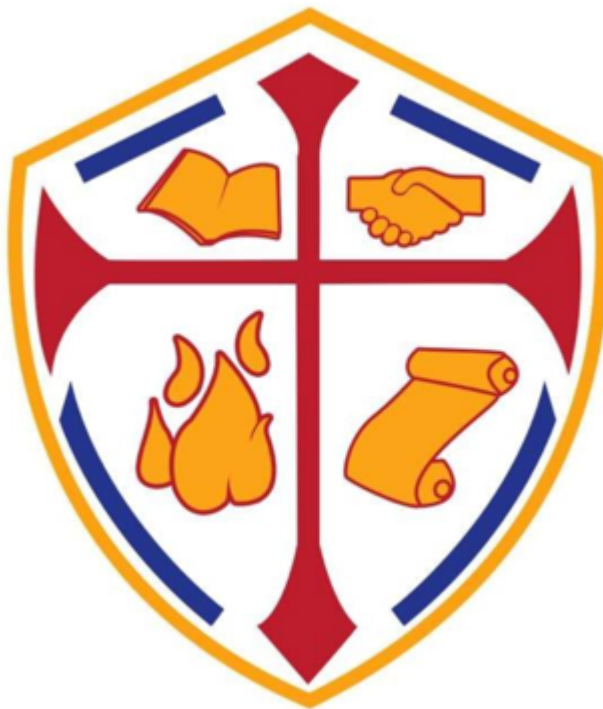




Accessibility Plan Statement



2021 - 2024



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All Saints Catholic School - Our Inclusion Vision

All Saints Catholic School is for every young person in our school to achieve the most successful individual outcomes, educationally, socially, in their personal life, and within their local community, and for their unique needs to be recognised and met as early as possible. Our **Accessibility Plan** intends to achieve this vision by empowering these young people to achieve all that they can.

Our aim is for every young person to:

- Develop the necessary skills and knowledge to respond effectively to the challenges of the future
- Be confident; have a strong sense of right and wrong; be adaptable and resilient
- Develop as an independent learner who takes responsibility for his / her own learning, and who questions, reflects and perseveres in the pursuit of learning
- Be able to contribute, work and communicate effectively with others, and to strive for excellence.

We believe that our parents, carers and school should work together to provide the best and most accessible opportunities for our young people, and we will do all we can to ensure that any barriers to learning and participation that can hinder or exclude are removed.

We will ensure that we:

- Develop our school culture, policies and practice in order to include all our young people
- Access the right training and ongoing professional development to enable our continued focus on the process of further developing inclusion
- Found our inclusive approach on respect for difference and a commitment to building relationships that benefit every child and young person
- Offer all our young people excellence, choice, flexible and appropriate support, and support and facilitate the inclusion of their views.



All Saints Catholic School Accessibility Plan Statement

National Background

Improving access to education and educational achievement for disabled young people is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

The SEN and Disability Act 2001 amended the Disability Discrimination Act 1995 by introducing new duties on Local Authorities (LA) and Schools in relation to disabled young people and prospective young people. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA).

However, the Disability Equality Duty in the DDA continues to apply. The main duties are not to treat disabled young people less favorably and to take reasonable steps to avoid putting disabled young people at a substantial disadvantage. Additional provision under the new Equality Act 2010 was introduced in September 2012, and relates to the requirement for schools to provide Auxiliary Aids for disabled young people subject to the Reasonable Adjustment duty. In addition the school has the duty to ensure equality of access and provision for students with ongoing medical conditions.

The Disability Discrimination Act (2005) introduced the duty to promote disability equality from December 2006. This duty applies to EY settings, schools and LAs. Schools and LAs have a planning duty to prepare and publish accessibility strategies and access plans in order to increase over time the accessibility of school buildings, and access to education and information for disabled young people. Schools' Accessibility Plans should also consider access to after-school activities and Extended School activities if they are based on their school site.



Key National Documents

Disability Discrimination Act 1995 (DDA)

<http://www.opsi.gov.uk/acts/acts1995/1995050.htm>

SEN and Disability Act 2001

(SENDA) <http://www.opsi.gov.uk/acts/acts2001/20010010.htm>

SEN Green Paper: Support and aspiration: a new approach to special educational needs and disability - A consultation (March 2011)

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027>

Children and Families Bill 2013

<http://services.parliament.uk/bills/2012-13/childrenandfamilies.html>

Draft legislation on Reform of provision for children and young people with Special Educational Needs (TSO September 2012)

Removing Barriers to Achievement

<http://webarchive.nationalarchives.gov.uk/20080906003404/http://teachernet.gov.uk/wholeschool/sen/senstrategy/>

Implementing the Disability Discrimination Act in Schools and Early Years Settings

<http://webarchive.nationalarchives.gov.uk/20091204130917/teachernet.gov.uk/wholeschool/disability/disabilityandthedda/ddapart0/>

Reasonable adjustments for Disabled Young people

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schoolsguidance/key-concepts/reasonable-adjustments/>

Equality Act 2010: Guidance on Matters to be taken into account in determining questions relating to the definition of Disability

http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0C8QFjAA&url=http%3A%2F%2Fwww.equalityhumanrights.com%2Fuploaded_files%2Fguidance_on_matters_to_be_taken_into_account_in_determining_questions_relati_to_the_definition_of_disability.pdf&ei=cls8Ub21-GP7AahgYGQCQ&usg=AFQjCNFfomnFA6mFhZmERSCa6qGzCVW5Rw&bvm=bv.43287494,d.d2k

Equality Act 2010 (Schedule 10)

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

The Equality Act (2010) A guide for those working with learners with sensory impairment: National Sensory Impairment Partnership (Nat SIP), Revised – March 2012



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Our School Context

We are an 11 -18 Catholic comprehensive school located in Dagenham and in the Diocese of Brentwood. Our mission statement encapsulates the foundations on which our school has been built and continues to grow.

We are all one in Christ, our mission and our responsibility is to recognise all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness. (1 Cor. 12-29)

We have a very strong commitment to inclusion of all young people in our school life, believing that any young person should be able to attend All Saints Catholic School unless it can be shown that provision for their whole educational experience would be better served elsewhere. We are committed to providing whatever flexible and inclusive approaches are required in order to ensure accessibility for all young people.

Through our aims referred to above, we will endeavour to develop learners who are:

1. Self-aware, and have the necessary skills and knowledge to take on challenges of the future.
2. Confident learners who are adaptable and resilient, can think independently and communicate effectively.
3. Self-directed, and can question, reflect and persevere, active contributors, able to work effectively with others.

In order to achieve our aims and support our inclusion principles, our school will focus holistically on:

1. **Access to Curriculum.**
2. **Access to Environment.**
3. **Access to Information.**
4. **Engagement with young people, and their parents and carers.**

Access to Curriculum

In line with the new Teachers' Standards (September 2012), and a quality first teaching approach, All Saints Catholic School will endeavour to:

1. Enlarge text for students with visual disability – handouts/worksheets, timetables and progress tests.
2. Enlarge examination papers for modular and final exams for students with visual impairment.
3. Provide amanuensis.
4. Adapt teaching to respond to the strengths and needs of all young people.
5. Know when and how to *differentiate* appropriately, using approaches which enable young people to be taught effectively.
6. Have a secure understanding of how a range of factors can inhibit young people'



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ability to learn, and how best to overcome these.



7. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support young people' education at different stages of development.
8. Have a clear understanding of the needs of all young people, including disabled young people, those with special educational needs and those with ongoing medical conditions; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Our school will:

1. Plan for and teach children with learning, physical and medical needs through a range of proven interventions.
2. Use a range of inclusive teaching strategies.
3. Be fully conversant with the range of catch-up programmes.
4. Take an informed and independent view of the possible literacy and mathematics interventions that are available.
5. Ensure the effective supported transition of vulnerable children and young people.
6. Evaluate the outcomes of our current additional provision and the value for money it provides.
7. Make informed decisions about how best to target available funding in the future.
8. Recognise and unlock the potential of young people and develop a strong culture for success.
9. Enhance the life chances of our most vulnerable children.
10. Provide effective professional development for staff and governors and keep parents and carers informed.

Access to the Environment

All Saints Catholic School is aware that reasonable adjustments may be needed to the classroom and school to create safe spaces, calming areas and workstations for young people with Autism Spectrum (AS) or Behavioural or Emotional Difficulties. From September 2012 there has also been a new requirement to provide Auxiliary Aids for young people with disability subject to the Reasonable Adjustment duty.

We will ensure that we engage with support services from health and education who can advise about adaptations to the internal and external environment for individuals to help include young people with sensory integration needs and reasonable adjustments to accommodate medical needs. This will include advice and guidance relating to:

1. Issues of physical space and how to reduce distractions
2. Opportunities to present information visually
3. Providing organisational strategies to complete activities
4. Having visual structure to help with organisation, increase clarity and provide instruction.



Cognition and Learning

Our school will:

1. Follow the relevant guidelines from the DfE and other relevant bodies which relates to children and young people with Special Educational Needs and Disability in secondary schools.
2. Provide relevant and appropriate advice, training and assessment
3. Ensure that we comply with the Enhanced Learning Provision guidance for young people on the autism spectrum, e.g. provide a dedicated social area for unstructured times and life skills work, including an option to eat lunch in this area; provide specialist individualised resources and a flexible timetable.

Communication and Interaction

Our school will:

1. Ensure that reasonable adjustments are made to existing classrooms and school accommodation to reduce distractions, such as creating individual work stations
2. Consider how the environment may cause sensory overload (e.g. lighting, noise levels, odours) and take steps to minimise this for young people experiencing difficulty
3. Consider how to put in place systems to support students with ongoing medical conditions
4. Have in place systems to assist safe travel around the school for young people who are socially vulnerable e.g. accompanying the young person from lesson to lesson
5. Ensure that specialist advice and training is sought from the Specialist SEN Service and Educational Psychology Service regarding curriculum access and wider issues, whenever necessary

Behaviour, Emotional and Social Development

Our school will:

1. Recognise, act on and uphold Equality Act 2010 legislation, which states that schools are required to ensure disabled children are not treated unfavourably because of a reason arising as a consequence of their disability, and to make adjustments to ensure they can access all the benefits of their education and not be placed at a disadvantage. These protections apply equally to policies on behaviour, including blanket discipline policies which do not take account of disabled children's different needs.
2. Include the need to look at underlying causes of behaviour and in particular unmet learning needs when developing a school behaviour policy (Success Policy). If a young person has special educational needs, ongoing medical conditions or a disability, policy should include the need to conduct a review of the appropriateness of the provision being made for them.
3. Consider ways in which we can gain the views of young people who have difficulties with social and emotional aspects of learning to inform plans for strategies and practice that can enhance their social and emotional well-being and mental health.



4. Consider ways in which support can be provided for the social and emotional implications associated with ongoing medical conditions for students such as returning to school following a period of prolonged absence.

Physical/Medical

Our school will ensure that:

1. Handrails are provided that do not end before the top or bottom step.
2. A suitable space is available for therapy or medical needs.
3. School staff are available to liaise with visiting professionals.
4. Staff attend manual handling training, where manual handling is a component of the support being provided.
5. The installations of height adjustable desks / work surfaces are incorporated into the specification of any new classrooms.
6. Young people with mobility difficulties are taught in accessible teaching rooms.
7. Venues for educational trips and visits are accessible for young people with mobility difficulties.
8. The requirements of the Equality Act 2010 in this regard are met.

Visual

Our school will ensure that:

1. We carry out painting of edges of step and ramps.
2. General and room signs are easy to read and at the correct height.
3. Door handles are of good contrast, and PE equipment such as benches contrast against the floors/walls of gym.
4. Lighting on stairwells is adequate.
5. Handrails are provided that do not end before the top or bottom step.
6. We have systems in place to assist safe travel around the school site e.g. keep corridors clear of lockers, bags and clutter; have one-way travel systems in narrow corridors.
7. We regularly audit the school site for potential trip hazards such as loose drain fittings or curled up carpet edges.

Hearing

Our school will:

1. Ensure all new building complies with the *Acoustic Design of Schools* guidance (BB93).
2. Provide rubber feet or 'hush ups' for chairs in classrooms where hearing impaired students are studying.
3. Consider the acoustic environment and take steps to improve the sound and reverberation levels, by use of carpets, curtains, hush boards, ceiling tiles, close fitting doors etc.
4. Install sound fields into new classrooms as these benefit all young people, improve behaviour and concentration, and take away the strain on teachers' voices.
5. Ensure teachers attend appropriate training for working with students with hearing impairment where this is necessary.



Buildings

Our school will endeavour to ensure that:

1. All new or remodelled buildings for SEN accommodation include withdrawal spaces, including all necessary detailed design features;
2. Building improvements to help individual young people will be progressed where individually appropriate and are an efficient use of resources; minor adaptations to existing classrooms or buildings may be undertaken if it will provide for the needs of an individual pupil and where there is clearly an efficient use of resources.
3. Reasonable adjustments are made, including the new requirement to provide Auxiliary Aids for Disabled young people subject to the Reasonable Adjustment duty. These adjustments will also take aspects of Health and Safety into account where relevant and appropriate, for example, in relation to issues of the security of buildings.
4. We have an up to date Accessibility Plan that has been agreed by the Governing Body.

Admissions

Our school will not take any action that might discourage the admission of any pupil with a disability or ongoing medical condition.

Local Authority staff will continue to be involved in assisting with issues regarding individual placements.

Engagement with CYP, parents and carers and partners

All Saints Catholic School recognises that our parents and carers have a key partnership role to play in the development of appropriate services that meet the needs and aspirations of our school and the local community.

Access to Information

All Saints Catholic School recognises that we have a statutory duty to provide Accessible Information to our parents and carers and young people, and we will strive to meet the most effective levels of communication with all members of our school community.

As part of this, we will:

1. Explain the measures that we are taking to promote accessibility to the curriculum and environment in our prospectus.
2. Provide accessible information for disabled young people, and their parents and carers, including disabled parents and carers.
3. Where necessary, provide sign language interpretation for parents, or information in alternative formats, e.g. using a specialised computer programme for visually impaired.
4. Be clear about where parents and carers can obtain paper copies of information



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should parents and carers not have access to the internet.



Policy implementation

The SENDCo, Mr. P. Willis has the overall responsibility for the implementation of this policy. This responsibility includes:

1. Ensuring that all staff are suitably trained.
2. Ensuring that all relevant staff are made aware of a child's condition.
3. Ensuring that supply teachers are appropriately briefed.
4. Ensuring that risk assessments for school visits and activities outside of the normal timetable have reference to children with disabilities or ongoing medical conditions.

Procedures on notification of a medical need

Parents, carers, students, other school or agencies may inform the school of the existence of a specific medical need for a student. This information will be passed to the school's Welfare Officer, Mrs L. Irvine and the admissions officer. We will use this information in relation to the production of a Care Plan and where necessary an updated or reviewed EHCP to ensure that all appropriate information is included and disseminated.

Staff Training

Training is provided for all staff who require it on an ongoing basis based on continual review of required provision. Basic first aid training is provided to a significant number of staff (currently in excess of 25), and the Wellbeing Officer will provide additional training whenever it is needed either to all staff or to specific staff linked to a student. Where it is necessary to access more complex training then this will be organised for all staff who require it.

Management of medicines

Where it is necessary for a student with an ongoing medical condition or a disability to manage their own medication this will be under an agreed procedure which will appear in a medical plan signed by the Head teacher, Ms C. Cantle after planning between the welfare officer, parents or carers, the student and relevant medical professionals. If this forms part of an EHCP then this will be referenced in the plan.

The wellbeing officer and Head teacher will review any medical plans that require students to have the self-administration of medications. In each case this will include risk assessing the medication in relation to other students. The guidance of medical professionals in the production of the plan for this medication is given and this will also relate to the risk to other students.

The statutory legal guidance in relation to medicines in school is listed below. This is from the DfE publication "Supporting pupils at school with medical conditions" published in April 2014.



1. Medicines should only be administered at school when it would be detrimental to a child's health or school attendance not to do so no child under 16 should be given prescription or non-prescription medicines without their parent's written consent - except in exceptional circumstances where the medicine has been prescribed to the child without the knowledge of the parents. In such cases, every effort should be made to encourage the child or young person to involve their parents while respecting their right to confidentiality. Schools should set out the circumstances in which non-prescription medicines may be administered.
2. A child under 16 should never be given medicine containing aspirin unless prescribed by a doctor. Medication, eg for pain relief, should never be administered without first checking maximum dosages and when the previous dose was taken. Parents should be informed.
3. Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours.
4. All medicines should be stored safely. Children should know where their medicines are at all times and be able to access them immediately. Where relevant, they should know who holds the key to the storage facility. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens should be always readily available to children and not locked away. This is particularly important to consider when outside of school premises e.g. on school trips
5. A child who has been prescribed a controlled drug may legally have it in their possession if they are competent to do so, but passing it to another child for use is an offence. Monitoring arrangements may be necessary. Schools should otherwise keep controlled drugs that have been prescribed for a pupil securely stored in a non-portable container and only named staff should have access. Controlled drugs should be easily accessible in an emergency. A record should be kept of any doses used and the amount of the controlled drug held in school.
6. School staff may administer a controlled drug to the child for whom it has been prescribed. Staff administering medicines should do so in accordance with the prescriber's instructions. Schools should keep a record of all medicines administered to individual children, stating what, how and how much was administered, when and by whom. Any side effects of the medication to be administered at school should be noted.
7. When no longer required, medicines should be returned to the parent to arrange for safe disposal. Sharps boxes should always be used for the disposal of needles and other sharps.



Emergency Planning for students with on-going medical conditions

Any students with an EHCP or medical plan related to ongoing medical conditions will have a specific plan for the management of their condition. This includes actions to take in case of an emergency. The plan includes risk assessment as part of its preparation.

Educational visits and ensuring access

All Saints Catholic school will ensure that all students have access to all educational visits that take place regardless of disabilities or ongoing medical conditions. This may involve reasonable adjustments to be put in place, as well as specific risk assessments and the provision of additional support staff.

Liability and indemnity

All activities in school and organised by the school but held off-site are covered by the necessary insurance.

Complaints

Complaints regarding access to curriculum and non-curricular activities at All Saints should in the first instance be made to the SENDCo, Mr Paul Willis who can be contacted on 0208 270 4242 (ext 1423) or via email; pwillis@allsaintsschool.co.uk. This can be escalated to the Head teacher if necessary. The School's Complaints Policy can be used if further action is required.

Evaluation and Review (*Accessibility plans*):

The responsible body of a school in England and Wales must prepare:

1. An accessibility plan.
2. Further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period:

1. Increasing the extent to which disabled young people and those with ongoing medical conditions can participate in the school's curriculum
2. Improving the physical environment of the school for the purpose of increasing the extent to which disabled young people and those with ongoing medical conditions are able to take advantage of education and benefits, facilities or services provided or offered by the school
3. Improving the delivery to disabled young people and those with ongoing medical conditions of information which is readily accessible to young people who are not disabled.

The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.