

St. Mark's Catholic School



Accessibility Plan

Effective Date:	Review Date:	Prepared by:	Designated SLT:	Governor's Committee:
Apr 2024	Apr 2027	WSH	WSH	Finance and Resources

Our Mission:

St Mark's is a Catholic community inspired by Gospel values where relationships are rooted in love. At the heart of our mission is a commitment to live out our faith and a dedication to embrace excellence in all that we do. We believe in education that instils possibilities, transforms lives and enables all to fulfil their potential.

1. Aims

At St. Marks' Catholic School we are committed to providing a fully accessible environment which is inclusive for all students, staff and visitors, regardless of their needs. The purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

For the purpose of this plan, disability is defined as any circumstance which means that a pupil or student is unable to access the full curriculum and/or restricts the ability of students, staff and visitors to take part in normal day to day activities.

The school recognises its duty under the Equality Act 2010:

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- not to treat disabled students, staff, Governors and visitors less favourably
- to take reasonable steps to avoid putting disabled students, staff, Governors and visitors at a substantial disadvantage.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, respect, and inclusion.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The plan considers the following areas:

- Increasing the extent to which students with disabilities can access the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after school activities and school visits.
- The provision of specialist aids and equipment which may assist disabled students in accessing the curriculum.
- Enhancing the environment so it meets the needs of all students and ensures that they have access to all aspects of education.
- Providing communication in an appropriate format to all students. This may include large print or recorded information.

Participation in the curriculum

- Our SEND policy ensures that staff identify, assess and arrange suitable provision for students with disabilities and special educational needs. The SENDCO manages this process with support from the Deputy Headteacher (Curriculum).
- Our Pastoral Team provides additional support for students and supports teachers in implementing strategies for improving students' behaviour and access to learning.
- We work closely with specialist services including: Sensory Support, Hearing Impaired Children's service, Visual Impairment Advisory and Support Service, Occupational Therapists and physiotherapists, Speech and Language Therapy, Diabetes nurses and Epilepsy nurses, Educational Psychologists, and CAMHS

St. Marks will review and develop this accessibility plan, by monitoring its impact on different groups of people with disabilities. We acknowledge that there is a need for ongoing training for staff which will be included in the school's Accessibility Plan.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our plan will be made available online on the school website, and paper copies are available upon request. The Accessibility Plan will be monitored and reviewed by the School Leadership Team and reported upon to the Governors Finance and Resources Committee. Our 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

- Increasing the extent to which students with disabilities can access the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after school activities and school visits. It also covers the provision of specialist aids and equipment which may assist these students in accessing the curriculum.
- Improving the physical environment of schools to increase the extent to which students with disabilities can take advantage of education and associated services and to improve ease of access to services for staff, Governors and visitors.
- Improving the delivery of written information to students with disabilities which is also provided to students who are not disabled.

Improve and maintain access to the Physical Environment

Aim and Current state	Target	Strategy	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Improve and maintain access to the physical environment</p> <p>(This section applies to all people using the school buildings either during or outside normal school hours)</p> <p>Current State</p> <p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> ● Pathways and routes well sign posted ● Appropriate furniture and equipment tailored to individual needs. ● Disabled parking bay closest to the school ● Disabled toilets and changing facilities ● Main steps have contrasting edging ● There are continuous handrails on each stair flight and landing 	<p>1. Conduct a School Accessibility Audit to review what improvements are needed.</p> <p>Following the audit the below actions are needed.</p> <p>2. Temporary accommodation to have emergency and evacuation procedures to alert all students.</p> <p>3. Remove Barriers where possible to improve easy movement around the site</p> <p>4. Improved visibility on steps especially when utilising the theatre.</p>	<p>Complete the Audit review with SLT and gain further feedback from staff and students</p> <p>To ensure the temporary accommodation is considered in the fire evac plans, and has clear signage for evacuation</p> <p>Zebra crossings near the Science block and Tech office do not have ramps, only steps thus making it difficult for wheelchair users.</p> <p>The grey and white edging strips in the Theatre are not very visible when productions are in place making accessibility difficult</p>	<p>Actions then to be taken from the audit and tailored to St Mark's.</p> <p>Site team to install signage, Fire procedures to be updated and shared.</p> <p>Quotes to be gained for re-modelling the Zebra crossing and shared with the governors</p> <p>Options to be agreed to improve the lighting on the steps.</p>	<p>SLT</p> <p>Premises manager and Site team.</p> <p>Premises manager and Site team.</p> <p>Premises manager and Site team.</p>	<p>Audit to be completed by March 24. Action plan then to be created.</p> <p>April 2024</p> <p>September 2024</p> <p>September 2024</p>

<ul style="list-style-type: none"> All corridors are clear and enable wheelchair access including the lobby. The Science and Music blocks have lifts that can be used by wheelchair users <p>We have a flashing emergency alarm system in place and an agreed alert system for those with hearing impairments.</p>	<p>5. It would be difficult for wheelchair users to enter the school unaided as the doors are manually operated.</p>	<p>All the doors are manual doors entering the main entrance in St Mark's this make entering the school unaided difficult</p>	<p>The cost of this would be significant, but the school is due for a rebuild and this would be changed. In the meantime, one door is constantly kept open to allow easy access</p>	<p>No further action at this time.</p>	
<p>Improve the delivery of information to students with a disability</p> <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large-print resources <p>Pictorial or symbolic representations</p>	<p>6. School Information which is available to all (staff, students, parents and visitors)</p> <p>7. School Information available for visually impaired students.</p> <p>8. Establish if there are, currently, any issues that affect disabled students accessing this information. Establish their requirements and preferences</p> <p>9. Information to parents is offered in alternative formats.</p>	<p>Availability of written material in alternative formats.</p> <p>Review documentation with a view to ensuring accessibility for students with visual impairment.</p> <p>Refer to SEND registers and any other information within the SEND department to assess any required differentiation of the written word for students.</p> <p>Liaison between Admin and ICT departments on various alternative formats for presenting information.</p>	<p>The school will utilise support from the LA for converting written information into alternative formats.</p> <p>Utilise advice and support from LA and specialists on alternative formats for visually impaired students and the use of IT software to produce customised materials where required.</p> <p>School has a detailed picture of the needs of individual students and alternative arrangements/formats to be used</p> <p>School prospectus, Veritas and documents for parents are made available in large print and electronic versions when requested.</p>	<p>SLT and SEN dept</p> <p>SLT and SEN dept. Premises team.</p> <p>SEN, Admin and ICT.</p> <p>Admin and ICT</p>	<p>All actions To be reviewed annually</p>

<p>Increasing the extent to which students with disabilities can access the school curriculum.</p> <p>A whole school approach to inclusion</p> <p>Training is reviewed annually. Staff are informed and supported to manage individual needs.</p> <p>All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need.</p> <p>We provide where needed appropriate technology for those with disabilities</p> <p>Close working partnership between teachers, DSL's, SENCO, Pastoral Support staff.</p>	<p>10. Raise awareness and ensure compliance with the Disability Discrimination Act (2005) Children and Families Act 2014, and the Equality Act (2010).</p> <p>11. To plan and implement improvements and adaptations to the curriculum and extracurricular activities</p> <p>12. To have confident teachers and staff who are fully trained to support students who use assistive technology to support learning</p>	<p>Departments meet to consider implications and implementation alongside the results of the school accessibility audit. Liaison takes place with the SEN Department for best ways of working.</p> <p>Students are able to access all activities, including exams, after school clubs and trips</p> <p>Teachers and support staff have relevant training to support students appropriately.</p>	<p>Head of departments and PPLs to work closely with SEN dept to share best practice and consider best approach for learning. To be added into their team meetings.</p> <p>All out-of-school activities are planned to ensure the participation of the whole range of students. Out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p> <p>ICT and SEN dept educate teachers and support staff on the use of any new equipment, to enable effective use in the classroom. Information will also be provided on SIMs.</p>	<p>PPL's SLT and SEN.</p> <p>All Teachers</p> <p>ICT, SEN Dept, all teaching staff</p>	<p>Ongoing and reviewed annually</p>
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4. Links with other policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Health & Safety
- Behaviour, Sanctions and Rewards
- School Improvement Plan
- Teaching and Learning
- Relevant risk assessments
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting students in school with medical conditions

5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the School Leadership Team and reported upon to the Governing Body Finance and Resources Committee.