

St Alban's Catholic High School

Accessibility Plan 2024-2026

The Accessibility Plan is guided by St Alban's mission statement and it's committed to equality of opportunity for all. We also support the following declarations by the Catholic Church:

"All of us are called to express God's love in our daily life, valuing the difference and equal dignity of every person...Our task, as members of the Church, is to translate Christ's message of inclusion into practical action, so that the contribution of each member is respected and nurtured.

(*'Valuing Difference'* People with disabilities in the life and mission of the Church; Bishops' conference of England and Wales, November 1998)

"The dignity of the human person is at the heart of Catholic teaching. Each and every person is to be valued as God's creation. The Church's vision is firmly rooted in the example of Jesus, who turned no-one away, but made himself available to all..."Valuing Difference" puts forward a vision for enabling people with disabilities to participate fully in the life and mission of the Church."

(Cardinal Basil Hume in the introduction to *'Valuing Difference'*, November 1998)

St Alban's is committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education or their physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

St Alban's has greatly improved the accessibility of provision for all students, staff and visitors to the school. The school has already:

- Installed lifts to provide access to all areas of the school for anyone with a physical disability.
- Installed disabled toilets with lowered washbasins in various areas of the school, including one with a hoist.
- Installed electric doors to the A block to make independent access possible for wheelchair users.
- Added yellow stair nosing to ensure that those with visual impairments can identify changes in levels
- Improved written information for students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events.

St Alban's plans, over time, to increase the accessibility for all students, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school, such as participation in clubs, leisure and cultural activities or school visits. It also covers the use of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks, and information about the school and school events. This information should be made available in various preferred formats within a reasonable time frame

- Provide ongoing awareness raising and training for staff and governors about disability discrimination and the need to inform attitudes on this matter

Any reasonable adjustments the school makes that are designed to take account of students' disabilities may involve more favourable treatment for some. We will continue to work towards ensuring that these 'more favourable' considerations are built into its policies and practices and that it considers the needs of students, staff and parents with disabilities. Such action might include:

- providing additional coaching or training for students, staff or parents with disabilities;
- special facilities for students with disabilities at breaks and lunchtimes;
- specific transport needs for external trips or for accessing the school or parts of it;
- specific training for individual's learning differences.

The school continues to review all aspects of equality, and has the following priorities:

- Ensuring that any student with disabilities is timetabled into rooms that are easy to access
- Ensuring that all visitors to the school are able to access events, such as meetings, parents evenings and school productions
- Ensuring that all students are able to access all aspects of school trips and visits

As policies are reviewed they will include consideration on to matters relating to access.

The school's complaints procedure covers the Accessibility Plan.

Physical environment

Item	Action	Timescale	Cost £
Induction loop	Install induction loop in reception	Medium: As money allows	£250
Automatic doors	Add automatic doors at entrance to each building	Medium term: As money allows	£7000 per door
Reception facilities	Counter lowered to a maximum height of 800 mm, with knee space under, to allow access by wheelchair users	Long term: As money allows	£5000
Light switches, power outlets, emergency alarm buttons	Move to wheelchair height	Long term: As money allows	Estimate £150 per change
Suitable chairs which enable disabled people to be more self-sufficient when manoeuvring in and out of chairs	Provide chairs with arms to enable disabled people to use them independently and they will feel less reliant on others	Short term: As money allows	Estimate £300 per chair
Parking Spaces	Mark additional disabled parking spaces	Short term: As money allows	Estimate: £300 per space
Accessibility of classrooms	Staff are continually informed of all students with a disability and the difficulties they may face with access within particular rooms	Short	£0
Accessibility of meeting spaces	Ensure meeting spaces are accessible to all guests to the school	Short	£0

All renovations and new buildings take into account all DDA requirements including the needs of the partially sighted.

Curriculum

Item	Action	Outcome	Timescale
Timetable	Ensure that any student with disabilities are timetabled into rooms that are easy to access	Inclusive practice	Ongoing
Reading / Literacy	All students will be screened for reading difficulties, and significant difficulties will be addressed through a literacy intervention programme.	All students with a significant literacy difficulty will have an intervention in place. This will have a demonstrable impact on progress and attainment.	Ongoing
Teachers differentiate the curriculum appropriately for all students with disabilities	All staff are continually trained to employ quality first teaching strategies (in line with our universal offer) in the first instance in response to individual needs Teachers continue to liaise with relevant outside agencies with regards to students individual needs and adapt the curriculum accordingly	The curriculum will be continually adapted in response to changing needs. Students with a disability make expected or better progress All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing
PE	PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.	All students have the opportunity to access appropriate PE activities.	Ongoing
Trips & Visits	Trip/Visit leaders consider the needs of all students when planning a trip	All trips and visits offered are accessible to all students in the identified group (eg all students who study GSCE Drama)	Ongoing
All out of hours activities are planned to ensure the participation of the whole range of students	Review all out-of-hours provision to ensure accessibility to all	All out-of-hours activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing

<p>Training for Awareness Raising of Disability Issues</p>	<p>Provide training for staff, governors, students and parents.</p> <p>Ensure disability awareness is part of the taught curriculum</p>	<p>Whole school community aware of issues relating to Access</p> <p>Equality Duty Compliance</p>	<p>Ongoing</p>
<p>Exams Access</p>	<p>Ensure all needs for additional support in exams are compliant for the exams cohort</p>	<p>Access arrangements are in place</p>	<p>Ongoing</p>

Communication (including written information)

Item	Action	Outcome	Timescale
Availability of verbal and written material in alternative formats	Engage with interpreters, translation tools, and ai to support our multilingual stakeholders Make available school brochures, school newsletters and other information for parents in alternative formats	The school will be able to provide verbal and written information in different formats when required, for individual purposes	Ongoing
Availability of written material for visually impaired	Review documentation with a view to ensuring accessibility for students with visual impairment	All school information available for all	Ongoing
SEND Information	Website is regularly updated with key information for parents via the SEND information report.	Parents and students feel well communicated with in relation to SEND policy.	Ongoing, yearly update
Stakeholder Consultation	Consult with stakeholders on a broad range of school issues and documents	Respond to relevant feedback from a variety of sources to make a positive contribution to school development	Ongoing

Appendix 1

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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'.

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled. However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with nondisabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.