

St Monica's ACCESSIBILITY PLAN 2022-2025

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Introduction

Under the Equality Act 2010, 'schools cannot unlawfully discriminate against students because of their disability, sex, gender reassignment, race, religion or belief and sexual orientation'. Disability is a protected characteristic under the Act, placing a duty on all public bodies, including schools, to ensure that they are not 'treated less favourably than their non-disabled peers'.

The Equality Act 2010 states that a person is disabled if 'they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

To ensure that schools are complying with the legislation, they are required to have an accessibility plan in place which:

- Is reviewed and renewed every three years
- Reviewed and approved by the Governing Body
- Ensures that the school is meeting its duties under the Public Sector Equality Duty (PSED)

This plan sets out the proposals of the Governing Body of St Monica's School to increase access to education and support for disabled students.

These are:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- Improving the accessibility of information for all disabled students in all curriculum subjects • To ensure the Health and Safety of all students

This accessibility plan is resourced, implemented and reviewed every three years, and revised as necessary. Implementation of the school's policies in relation to SEND and Equality are reported on regularly to Governors and such information is recorded on the school's website.

1A: Vision and Values

Our Mission Statement “Jesus Christ is central to our school and our main aim is that everyone can develop their God given talents and gifts to the full, while growing in faith through prayer and service.” applies to all students. Working in strong partnerships with other agencies, we pride ourselves in an inclusive, supportive and excellent school community, where all students can achieve their full potential – educationally, socially and emotionally.

Our Values

We believe that inclusion is a process through which we are developing our policies and practices in order to provide meaningful participation and achievements for all our students. School staff all strive to identify and eliminate barriers to learning, wherever possible, and promote equality of opportunity throughout the whole school.

The school has worked towards a more inclusive attitude and curriculum by:

- Setting suitable learning challenges
- Responding to student’s diverse needs
- Overcoming whole-school and subject-specific barriers to learning

These values underpin our policies for inclusion, Anti-bullying and Disability and Special Educational Needs. Our behaviour policy and Safeguarding Policy also hold these values

1B: Information from Pupil Data and School Audit

The school is informed of students with any additional needs who may be wishing to attend the school by the LA, local feeder Primary Schools, Local Secondary Schools and parents. A number of staff at St Monica’s School, such as the SENCo, meets with parents, the student and any agency workers to discuss the needs of the student. This enables the school to make any reasonable adjustments necessary in time for the student starting. Additional key points for the school’s plan are assessment of:

- The nature of the school population for whom the school is planning, including present and potential future students, especially those with disabilities and Special Educational Needs
- The physical environment of the school, including consideration of the impact of the school’s existing plans and priorities.

Here at St Monica’s School, we pride ourselves in meeting the requirements of the Equality Act 2010 and the SEND Code of Practice: 0-25 years 2014. This includes:

1: Curriculum

- Differentiation across the curriculum will allow for a variety of approaches and outcomes.
- Targeted interventions to support access to the curriculum
- An inclusive community where all students can access all aspects of the National Curriculum
- All staff are made aware of the duties of the Equality Act and SEND Code of Practice

- Staff informed of the various conditions of students, to enable individual needs to be met within the classroom and through targeted interventions
- Responding appropriately and accordingly to the demands of changing and updating SEN legislation
- Responding appropriately and accordingly to the specific and individual needs of students, which need to be observed and assessed as they emerge and reasonable adjustments provided

2: Delivery of information

- Policies and procedures are updated accordingly, in line with current legislation
- Website is continuously being developed to become more informative
- Responding to the specific needs of individuals and parents/carers by making reasonable adjustments in all aspects of the school community
- Continuous and regular involvement of the LA, parents and outside agencies, through regular meetings, informal discussions, lesson observations and formal reports. All this enables us to better meet the individual needs of students with disabilities and special educational needs.
- LA risk assessment adapted to meet the needs of students
- Health and Safety checks and audits are regularly carried out to ensure the safety of all students, staff and others using the building
- Clear procedures for the administration of medicines and have staff who are First Aid Trained

3: Social, Emotional and behavioural support

- Ensuring reasonable adjustments are made in all aspects of the school community to enable full participation for all students with disabilities and special educational needs
- Passionate pastoral support
- Targeted interventions to enable students with disabilities and Special Educational Needs to learn social and communication
- Quiet and stimulating environments where students with disabilities and special educational needs can access during social times
- Continued monitoring of behaviour and attendance with regular mentoring sessions and targeted interventions

4: Physical Environment

- Lift Keys are available to staff and students who require them
- Ensuring access to all disabled toilet facilities in all areas of the school

- Ensuring reasonable adjustments are made for all students, especially as new needs emerge and are identified

Monitoring SEND students:

We monitor the progress of our SEN students using the same criteria we use for all students including:

- Test results
- Teacher assessments
- End of Key Stage outcomes
- Involvement and achievements in extra-curricular activities

In addition to this, students with SEND are also tracked through IEP's and other required documents based on the child's needs. Such documents track student's holistic development, which can focus primarily on emotional, social and behavioural progress.

All SEND make progress, whether academically, emotionally or socially. Everybody is encouraged to participate in all aspects of the curriculum, including Physical Education, regardless of their SEND.

Approval:

Signature of Headteacher. Date
Signature of SEND Governor. Date