Accessibility Plan

2025-2028

College Values

We are a community living and growing in our Catholic faith. The life and teachings of Jesus Christ are the foundation of all that we undertake. We expect all the members of our community to:

- Be responsible citizens upholding Gospel values in our society
- Contribute to providing the best possible education for all
- Work together, valuing and nurturing all relationships
- Maintain an environment that allows all individuals to flourish and enjoy their education
- Honour the aims and purposes of the College
- Seek to serve God and strive for excellence

SECTION 1:

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

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

STMLC values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment for every child within the limits of its resources and current buildings.

The plan will be made available online on the school's website, and paper copies are available upon request.

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

The College supports any available partnerships to develop and implement the plan. This plan should be read in conjunction with information provided by the Saint John Southworth Catholic Academy Trust.

Our College's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the College, the complaints procedure sets out the process for raising these concerns.

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 pupils 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.

This policy complies with our funding agreement and articles of association.

Key staff

● The member of the senior leadership team with oversight of inclusion is Eve Pape.

● The SENDCo is S Krol.

Update from previous Accessibility Plan.

- The College can provide information in different formats if required.
- Profession development provided for all staff on a range of topics.
- Disabled visitors, parents and prospective pupils able to access Reception Area.
- Increased ICT provision – increased use of interactive whiteboards to improve access for visually impaired pupils.

3. Action plan

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

Physical Access			
	Targets	**Strategies**	**Outcomes**
Short	To ensure the College is accessible to people with a range of disabilities, in line with structural constraints.	• To continue to replace classroom furniture and fittings on a rolling programme to improve physical access within the classroom. • To review the College's provision in line with a range of disabilities.	• Improved layout of classrooms; increase space (where possible) and therefore improved physical access. • Maximising accessibility around and within the limits of the College site
Medium	Ensuring that teaching and social areas are organised, and adapted appropriately where possible,	• Ensuring teachers are aware of their students and ensuring the classroom is free from obstacles that could hinder those with a physical disability	• Developing accessibility in the classrooms and teaching areas.

	improving accessibility for those with disabilities	• To continue to provide training for staff to make adaptations to seating plans, classroom layout and how to use specialised equipment to support students with a range of disabilities • Working with the LA to provide training for pupils to navigate the College site independently.	
Long term	To review the accessibility of all buildings and apply for funding where necessary to improve areas that may be more inaccessible	• The College will take account of the needs of students, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the College site and premises, within building and site constraints, timescales and permissions.	• To plan adaptations to the College where possible, taking into consideration constraints and site permissions • Improve mobility of pupils

		• The age of the buildings and the design of the building causes significant difficulties which the College is working to resolve. • To continue to develop signage around the College to improve access and movement around the building.	

Curriculum Access

	Targets	Strategies	Outcomes
Short	To provide reasonable adjustments in day-to-day teaching activities to improve access to and progress against the curriculum	• On site specialist equipment to support with adapting resources for those with visual impairment • Purchasing and upkeep of resources and technology to support those with visual, physical and hearing impairment • To continue to develop as part of the curriculum pupils' understanding of the issues surrounding disability and equality.	Ensuring lessons and schemes of work are planned and delivered in a way that makes every effort to meet the needs of students and any concerns are raised to the appropriate member of staff

		• Training for staff on adapting the curriculum.	
		• Ongoing whole school and bespoke staff training to ensure lessons are delivered in line with quality first teaching strategies and inclusive practices	
		• Continue to seek and follow advice of LA services and outside agencies	
		• Reasonable adjustments where necessary in line with school policy and in consultation with external professionals.	

Medium	Improving online access to resources for staff, students and parents (where appropriate) in line with the changing digital landscape	• On going learning walks to identify areas for development and adapt training in line with needs • Information shared on the College's VLE • Lesson and revision resources provided on subject and class specific MS Team areas • Application and options specific online applications • Revision of the external agencies used to support pupils with disabilities.	Greater access to and oversight of online platforms and resources

Long term	Ongoing review of the curriculum in line with changing policy.	• Review the suitability of the curriculum at KS3. KS4 and KS5. • Ongoing review of the use of technology to support inclusive teaching practices • Ongoing review of the curriculum to actively promote equality of opportunity for disabled people	A curriculum that is reflective of and continues to promote equality and inclusivity

Provision of Information

	Targets	Strategies	Outcomes
Short	To keep stakeholders informed of how the College meets their obligations under the Equalities Act 2010	• Ensuring reports and policies are kept up to date and published to the school website in a timely manner • Various formats of information delivery e.g. email, phone calls and parent coffee mornings and workshops.	All stakeholders are aware of the how the College meets its obligations Website - full AA compliance
Medium	Identifying any upcoming areas of need	• Working with the other partners to help identify any areas of communication that need to be adapted to meet the needs of our pupils. • Ongoing communication with the College's parents/carers to identify areas of need	To ensure incoming stakeholders are aware of and have access to relevant information

Long term	Improve the methods of creation and distribution of information to improve accessibility for a wide range of disabilities	• Research accessible formats for the delivery of information to ensure compatibility with technologies such as screen reader or braille. • Consider the information that is presented and how it is received and understood by stakeholders	To proactively ensure information is accessible for a wide range of needs and disabilities

4. 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 Headteacher

It will be approved by the Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

SEND policy

Supporting pupils with medical conditions policy.