

This Policy should be read in conjunction with the St Faith's Admissions, Equal Opportunities and Special Educational Needs and Disability Policies.

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## Introduction

The Accessibility Plan for the period from **September 2023 to August 2026** delineates the provisions made by Governing body of the School to improve the school's physical environment to better serve disabled pupils' educational and recreational needs and enhance disabled pupils' participation in the school's curriculum.

This plan includes a comprehensive list of school objectives for improvements to facilities in the immediate, short, medium and longer term, as well as optimising the delivery of information to disabled pupils, ensuring it is as accessible as it is for non-disabled pupils and delivery is prompt and tailored, considering the pupils' disabilities and any preferences indicated by them or their parents.

The plan forms a separate document and is [Appendix 1](#) of this policy and will be reviewed and updated periodically, at least every year.

## Ethos and Aims of St Faith's

St Faith's aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on the school website) which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities and which aims to be as inclusive in its admission criteria as is consistent with the maintenance of its academic standards. We strive to be a fully inclusive and welcoming school as our mission statement states, St Faith's provides a broad, inclusive and inspiring education for children up to the age of 13 through a diverse and stimulating curriculum and a cherishing Christian environment which values the diversity in society and welcomes children from all, any and no religious and cultural backgrounds.

We regularly review and take steps to improve the physical environment of the school in order to improve pupils with disabilities' access to education and associated services offered by the school. For example, recently

we have improved physical access to a number of buildings on the school site, including the Health Centre.

We provide written information to pupils with disabilities in ways that are user-friendly and take into account reasonable adjustments and fully support the pupils in their learning experience.

Our staff use their skills and experience to deploy reasonable adjustments as necessary. They also regularly review their teaching strategies generally to ensure that any potential barriers to learning and participation by disabled pupils are effectively managed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

## Context

As of June 2024 St Faith's has 2 pupils with an EHC Plan. There are an additional 87 children in the SEN Support Category, no Looked After Children (LAC) and 54 have English as Additional Language (EAL).

We have 76 pupils with specific or diagnosed difficulties. These include neuro-developmental difficulties, dyslexia, dyspraxia, hearing impairment, non-verbal learning difficulties, auditory processing difficulties, speech and language needs including pragmatic language difficulties and social communication and emotional needs, including ASD and ADHD. We have 2 children with Diabetes and 1 child with Profound Hearing Loss.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability they might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of St Faith's. We have staff with medical disabilities and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body and the school's disability policy review committee (as above).

## Action Plan

The following has been carefully considered by the School's Accessibility Committee and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of St Faith's continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

## **Accessibility Plan**

Schedule 10 of The Equality Act 2010 requires schools to have a three-year accessibility plan.

## **Accessibility Plan Content**

The accessibility plan, which will be reviewed annually by the Accessibility Committee, shows how we will:

- Make the curriculum accessible .
- Improve the physical environment of the school for the purpose of increasing the extent to which pupils and parents who are disabled are able to take advantage of education and benefits, facilities or services provided or offered by the School.
- Improve the delivery to pupils and parents who are disabled of information which is readily accessible to pupils and parents who are not disabled.

## Appendix 1. Accessibility Plan

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

### Improving Access to the Physical Environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Improve lighting in all curriculum spaces with the LED lighting	Commission lighting survey Lighting installation in key curriculum spaces £27k	Jun 24 Complete	Bursar	Improved lighting
	Provide ramps to facilitate access to the main entrance of Leyspring £2k	Mobile ramp for ease of access on a temporary basis to the front door Consider re-deployment of ramp currently provided for the Health Centre	23/24 academic year	Bursar	Improved access
	Fire and evacuation policy considers disabled needs	Fire Safety Policy review Update of PEEPs for any disabled persons	Jul 24	Safety Officer	Improved access
	Dedicated parking bays	Increase the number of dedicated parking bays for those with limited mobility £3k	Aug 24	Bursar	Improved access
	Toilet facilities		Review disabled toilet facilities to ensure ease of access in all parts of the school	23/24 academic year	Bursar
Update signage on all disabled toilet facilities to designate as gender neutral £0.01k			Oct 23 Complete		
Medium Term	Review of masterplan with improvements to access to the physical environment in mind	Update the masterplan and ensure physical access is a consideration in all future projects, and with an infrastructure improvements	24/25 academic year	Bursar	Improved access
	To improve accessibility in School House and Newton	Review access to all areas of School House and Newton	24/25 academic year	Bursar	Improved access
	To evaluate the provision of disabled WC in School House / Newton	Evaluate the provision of a disabled WC facility in School House	24/25 academic year	Bursar	Improved facilities
	Gender neutral facilities	Provide gender neutral facilities for children and staff	Jul 25	Bursar	Improved facilities

## Improving Access to the Curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short term	One-to-one devices	One-to-one devices provided for pupils in Year 7 and 8 £28k	Oct 23 Completed	Head of LS DHA HoDD	Devices become normal way of working for LS pupils
		One -to-one devices provided for pupils in Year 5 and 6 with an EP report recommending laptop use £12k	Oct 23 Completed		
		Investigate alternative IT equipment where required £28k	Jun 24 Completed		
	Working with outside professional e.g EPs, SALT, paediatrician	Maintain positive relationships	Ongoing	Head of LS	Access to timely advice and support
	Introduction of Play Therapy	Monitor impact of play therapy	Jun 24	Head of LS	Pupils making good progress from their targets
	One-to-one or small group interventions	Pupil included on LS list  WICM used to update teachers  IEP created  Small group/1-1 LS lessons in DZ	Jun 24 and ongoing	Head of LS	Pupils making progress from their starting point
	Staff mental health first aiders (MHFA)	Identify when training can take place	Jun 24 Completed	Deputy Head	Staff trained in MHFA
Include in the new School wellbeing policy		Jun 24 Completed			
MHFA provision for pupils	School counsellor's hours have increased	Completed	DoPC Head of PSHCE Tutors	Pupils understand how to develop and maintain good mental health  Pupils with mental health concerns feel supported	
	Wellbeing taught as a strand within PSHCE lessons	Ongoing			
	Staff trained in MHFA	Apr 24 Completed Further training in 24/25 academic year	Deputy Head	Parents of pupils with mental health concerns feel their child is well supported	
Medium term	Medical conditions awareness shared with staff as appropriate	INSET sessions used to update staff  WICM used to provide updates to staff	Ongoing	Health Centre DHA DoPC	Staff know key pupils and procedures  Staff know where to access key information/resources

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
	WICM meetings used to update staff about pupil needs	Meeting slot Feedback from Trackit Lights	Weekly	DHA DoPC HOH HOD Tutor	Staff aware of pupil needs and able to respond
	SEN awareness training for staff	INSET sessions Individual CPD	Ongoing	Head of LSDHA Head of PP	Staff implement inclusive strategies
	Class resources and teaching strategies tailored to the needs of pupils with specific needs	Training  Monitoring policy implemented	Ongoing	DHA HOD Head of LS Teachers HODs	Staff implement inclusive strategies  Assessment data shows SEND pupils make good progress from their starting points
	Tracking of curriculum progress for SEND pupils	Analysis of assessment results Pupil progress graphs	Ongoing	HODs Head of LS Head of PP DHA	Staff implement inclusive strategies  Assessment data shows SEND pupils make good progress from their starting points
	Tracking of pupil needs via Trackit Lights behaviour management system	Staff input data into system	Ongoing	DHA DOPC	Data reviewed  Pupils supported  Parents informed
	Targets effectively set and appropriate for pupils with additional needs	IEP LS lessons APDR	Ongoing	LS teachers Head of LS Head of PP DHA	Pupils making progress from their starting points  Parents informed
	Tracking of pupils' attitudes to learning through PASS surveys	Dedicated sessions	Annually	SH Deputy Head	Pass survey results analysed and concerns addressed
Long term	Activities on school site	Accessibility and awareness of individual needs to allow participation. Develop guidance for staff on making activities fully accessible. All activities need to make reasonable adjustments to include all pupils if they select a particular activity. To take reasonable steps to try and avoid disadvantage. To provide an auxiliary aid or service for a disabled student when it would be	Ongoing	NH	

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
		reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students, this is likely to come under their SEND provision.			
	Residential trips	Ensuring all children have access to residential trips. Ensuring appropriate programmes and schedules for residential trips	Annually	Deputy Head Trip leaders	All children are able to participate in and benefit from the opportunity to take part in residential trips

## Improving Access to Information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	One-to-one devices and use of accessibility features	Pupil and staff training in accessibility functions	Ongoing	HoDD Head of LS DHA	Pupils and staff confident and competent in using accessibility features
	Multi-language access to key training resources for staff	Training resources Continued use of We Are Every database	Ongoing	DHS Deputy Head Bursar	Resources available in many languages
	Hearing loops in key areas such as School House reception £0.6k	Hearing loops installed	Oct 23 Complete	IT Manager Bursar	Improved facilities
	Developing the website to improve accessibility by design	Marketing Team Website review and tender New website from Sep 24 £32k	Sep 24	Marketing	Website accessible
	Improve network connectivity	Network resources WiFi	Ongoing	Bursar IT Manager HoDD	Network access improved, including wireless
	Deaf awareness training for all staff	INSET session for key staff	Jan 24 Complete	Head of LS DHA	Staff aware of how to support children who are deaf
	Review induction procedures for staff and pupils	Induction programme reviewed and updated Access to induction information improved	Jun 24	Deputy Head	Improved induction process
	Staff training	Training available for teaching and teaching support staff in the use of accessibility features in MS Office suite and other key programmes such as Adobe. Training to include features on one-to-one devices.	23/24 academic year Then ongoing	HoDD DHA Teaching support staff leaders	Improved competency levels for staff  Improved information accessibility for pupils
	Staff awareness	Awareness of user friendly opportunities for pupils with particular needs eg reading aloud, use of video, diagrams etc	23/24 academic year Then ongoing	HoDD HoD LS DHA HODs	Improved competency levels
	Medium term	Website development	Further development of accessibility related features such as audio, multi-language Estimate £2k	Sep 25	Marketing
Intranet development		Further development of accessibility related features such as audio, multi-language	Sep 25	IT Manager HoDD Head of Computing	Intranet features enhanced