

ST. IGNATIUS COLLEGE
'Men and Women for Others'

Accessibility Plan And Policy

November 2019

Premises Committee

Next Review Autumn 2021

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

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

The aim of Jesuit education is the improvements in living and learning for all members of our community. 'Cura Personalis' which means care of the individual is at the heart of our core purpose. We are committed to making reasonable adjustments to the physical and learning environment to ensure that we meet the principles enshrined in the Disability Discrimination Act so that students can access and benefit fully from the curriculum in its widest sense. (Details of specific plans will be found in the Action Plan and/or in the School Improvement Plan, if the adjustments are longer term).

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

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

The school supports any available partnerships to develop and implement the plan.

The College regularly reviews the areas of the curriculum and facilities to which disabled students may have limited access, including the ICT suite and ICT equipment and P.E. for some students and appropriate strategies are in place to meet the learning needs of students in such circumstances. Such strategies include the targeted use of support staff and accommodating students in other areas of the College where networked facilities for ICT exist. Where physical adaptation of the building may be needed, the College has made (and will make in the future), reasonable adjustments in line with recommended practice.

Our school's complaints procedure and SEND policy should be read in conjunction with the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, staff and governors.

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 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'. 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Short Term All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs</p> <p>Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</p>	<p>Curriculum continually adapted in response to changing needs as informed by the Inclusion Manager leads</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises</p>	<p>Inclusion Manager to oversee</p> <p>Inclusion Manager to oversee</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Students making expected or better progress. Learning Walks ensure this is embedded in lessons.</p> <p>Staff are confident at using suggested strategies, Students benefit from an adapted delivery of curriculum appropriate to needs.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. <i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Lifts</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> 	<p>Short term – Disabled parking bays Disabled toilets and changing facilities</p> <p>Medium Term Ramps to be ordered to enable disabled access on ground floor</p> <p>Long term Lift installed to enable access to 1st and 2nd floor</p>	<p>To ensure funding for lift access</p>	<p>Inclusion Manager/SBM/Governors</p> <p>SBM/Premises team</p> <p>SBM/Premises Committee</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Disabled bays clearly marked.</p> <p>Toilets and changing facilities in place</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. <i>This includes:</i></p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Short Term Investigation and research needed to installing induction loop</p> <p>Medium Term All sound field systems have been serviced and operational Mobile hearing loop system in all large rooms/venues within the school site</p>	<p>To obtain quotes for the installation of induction loop</p>	<p>SBM/Premises Committee</p> <p>SBM/Premises Committee</p>	<p>Ongoing</p> <p>Ongoing</p>	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Premises Committee and ratified by the Governing Body.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Ground, First and Second	n/a		
Corridor access	Ground floor corridor has a few steps up Second floor and third floor are on the same level in the main building. Access to the MFL and Music block is via additional stairs	n/a		
Lifts	No student / staff lifts	To investigate possible funding for a lift	SBM	Ongoing
Parking bays	Disabled parking spaces available on site	Two bays are clearly marked and signposted	Premises Manager	Ongoing
Entrances	Ramp access leading to the main school reception.	n/a – access on one level		

Ramps	Ramp from parking area to reception area	n/a		
Toilets	Disabled toilet in main reception Disabled toilet in swimming pool reception area	n/a		
Shower Room	Disabled shower room in Changing rooms	n/a		
Reception area	Disabled toilet in main reception area.	n/a		
Emergency escape routes	Students that have a temporary physical disability e.g. broken leg would have PEEP (Personal Emergency Evacuation Plan) produced which would be circulated to teachers for use in the event of an emergency.		Student Services Manager Teachers	As and when required
Visitors	If a visitor declares a disability, their needs would be assessed on an individual basis regarding support required in the event of an evacuation.	n/a		