

ST. IGNATIUS COLLEGE
'Men and women for others'



School Accessibility Plan

(Statutory)

July 2015

Premises Manager

Next Review July 2018

St Ignatius College is inclusive and is committed to equality of opportunity for all students.

The College strives to remove potential barriers to learning and it is the responsibility of each member of staff to support the College in identifying and removing such barriers to learning, including potential physical barriers

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St Ignatius College Accessibility Plan

Introduction

The main beneficiaries of this Accessibility Plan are disabled students as defined in the Disability Discrimination Act 2005 and the Equality and Disability Act 2010 (and where the Act may apply to Section 12 of the Academies Act 2010), disabled prospective students and parents/carers. Specific details of the College's work to meet the needs of disabled students can be found in other documentation, including the School Improvement Plan, the Action Plan, Departmental Action Plans and minutes of the Health and Safety Committee and Governors' meetings.

1. Information from student data and school review

St Ignatius College regularly reviews its policy and practice on inclusion and acts on the findings. Prior to transfer the Head of Year 7 meets with primary staff, students and parents and gathers appropriate information and profiles on the students who will be transferring to the school.

We have an open admissions policy in line with the relevant Equality and Discrimination Acts and also the Academies Act 2010 which is published on the College website.

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).

Throughout the five years that students are at St Ignatius College their progress is monitored. Any underachievement identified and its causes are addressed. Qualitative and quantitative information is used (academic data in line with the College's assessment policy and surveys and questionnaires).

Where necessary, relevant information on students is passed on to the staff of the schools to which students transfer, with an indication as to which support agencies and intervention strategies have been used at St Ignatius College so that continuity of provision can be provided.

The College works to communicate to all the staff an understanding of the breadth of disabilities that are addressed through the Accessibility Plan and through the College's policy and practice.

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, 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. (For example the office/reception area was modernised in 2006.)

The College monitors the learning outcomes, attainment and progress of all students.

Risk assessments are carried out regularly to identify and address potential hazards/risks for all students and for particular individuals.

Communication of information to students and parents is a clear priority and the particular needs of disabled students are taken into account, for example using a range of fonts and communication formats.

St Ignatius College offers a range of activities and the College reviews such provision to ensure that it meets the needs of all students. The participation of students in such activities is monitored. The local community of schools is committed to providing the core offer to meet the interests / needs of the local communities and is cognisant of the principles of the Disability Discrimination Act (DDA).

Where external groups are using the College, consultation with them about access and the most appropriate areas of the building to use is carried out in line with St Ignatius Health and Safety and Lettings policies.

The College supports appropriate staff training to meet the needs of all its students including for example INSET training on:

Dyslexia. Behaviour, e.g. Physical Intervention and Behaviour Management;
Physical disability e.g. Manual Handling training for staff working with students with physical disability; Communication for staff working with students with speech and language difficulties; training for staff working with students with Autistic Spectrum Disorder and Sensory Impairment training, for staff working with children and young people with hearing and visual impairment.

2. Views of those consulted during the development of the plan

St Ignatius College plans, policies and practice are informed by consultation with students, parents and external organisations and services and the College actively seeks the views of students and provides forums through which they can express their views (School Council/SMSC forum). Strategic (staffing etc.) and specific responses to advice and guidance from the specialist services are also made.

There are effective quality assurance systems in place to monitor the quality of service delivery. These include targeted interviews with parents, questionnaires, surveys and self-review activities. The College also works closely with the health services and has strong links with the School Nursing Service re curriculum development, counseling, drop-in sessions and advice on meeting students' learning, social, physical and emotional needs. The College contributes to the multi-agency forum through which lead professionals are identified to support students.

By consulting with stakeholders we address issues related to communication, the physical environment and staff development, but also the five outcomes of Every Child Matters.

3. Making it happen

Management, coordination and implementation

The Governors, Senior Leadership Team and all the staff of the College are committed to meeting the needs of disabled students in line with relevant legislation and amended Health and Safety and Accessibility policies and the Governors also take responsibility for agreeing and monitoring the College Accessibility Plan and other relevant College policies. There will be an annual review of the priorities related to the Accessibility Plan.

The Headteacher and SLT working with governors will ensure that the School Improvement Plan and the College's self-evaluation document address issues related to access for disabled students arising from self-review. Priorities within the professional development planning process (INSET and training) will take into account the DDA and the issues arising from the Accessibility Plan.

The SLT will ensure that when other policies are renewed, including Health and Safety, SEN policy and the Inclusion Policy that they are linked to the Disability Discrimination Policy and the School Accessibility Plan and SLT line managers will monitor departmental responses to the DDA and the Accessibility Plan.

The School Improvement Plan (SIP) is updated each year in the Spring Term. Each year in the late Spring or early in the Summer Term the governors approve the SIP and consider the budgetary implications of the Plan. Part of this process will be to review the Accessibility Plan and the budgetary implications of the parts of the SIP related to meeting the needs of disabled students.

The priorities arising from the College review process and the College Accessibility Plan will be reflected in the SEF, which will be reviewed annually by the Governors. Departmental Plans are reviewed by SLT line managers and Governors on an annual basis and again the ways in which departments reflect whole-school priorities related to DDA and to the Accessibility Plan will be monitored.

Performance outcomes, progress and attainment are monitored by SLT and the progress of cohorts, groups and individual students are also monitored. Heads of Departmental are also responsible for analysing data for the students in their subject in line with the assessment policy and schedule.

4. Getting hold of the College's Accessibility Plan

The Accessibility Plan will be circulated to all staff and Governors. A printed copy will be available for reading at Reception and amendments to this policy will be highlighted on the College website. The key parts of the Plan and the DDA Policy will be linked to the College website and the plan will be made available in different formats, including an audio-format and in large print format as and when required.

REFERENCES

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

<http://www.legislation.gov.uk/all?title=Disability%20Discrimination%20%28prescribed%20>

<https://www.gov.uk/search?q=Section+12+of+the+Academies+Act+2010%29>

<https://www.gov.uk/search?q=Disability+Discrimination+Act>

<http://www.st-ignatius.enfield.sch.uk/school-info/1043-2/>

http://www.limehouseschool.co.uk/uploads/62/Disability_Policy_-SENDA-doc.html

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