'Growing together in the spirit of Christ's love'

All Hallows Catholic High School

Accessibility Policy

&

Plan

Signed by:

Headteacher: Mrs A Cooper

Chair of Governors: Mrs L Kitto

Date: Autumn Term 2026

Review Date: Autumn Term 2027

1. Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

All Hallows Catholic High School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will take positive action with regard to disability and to developing a culture of inclusion, support and awareness within the school.
This policy aims to ensure that, through careful planning, barriers to learning are, over a period of time, eliminated.

2. Aims and Objectives

- to ensure that all pupils have equal access to a broad, balanced and differentiated curriculum;
- to provide access to the curriculum for disabled pupils without disadvantaging the education of other pupils in the school;
- to ensure disabled pupils can participate fully in extra-curricular activities, clubs and school trips;
- to continue to improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and to improve the availability of accessible information to any disabled person;
- to challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion;
- improve the availability of accessible written information;

The Accessibility Action Plan is submitted at the end of this policy.

3. Scope of the Plan

Increasing the extent to which disabled pupils can participate in the school curriculum by:

- monitoring those areas of the curriculum that are normally difficult for disabled pupils to access; where necessary, re-rooming to more easily accessible classrooms
- further investigating what support or alternative approaches can be adopted to increase the choice/participation of disabled pupils;
- exploring alternative provision and collaboration that will assist disabled pupils to learn, including liaison with the LA Special Educational Needs and Disabilities Team.

The school will adapt the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum such as participation in after-school clubs and activities or school visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist advisers and health professionals.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

The school has enhanced the environment for disabled pupils and visitors with the addition of disabled toilet facilities in the junior building. Ramps have been added to the main entrances of all buildings. Rails were also added to the Arts Theatre steps. The fire alarm has also been upgraded to include flashing strobe lighting for people who are hard of hearing. There is also a designated parking space in close proximity to the main school entrance.

The school will continue to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

It will strive to improve communication by:

- produce all school literature at the correct font size to help visually impaired pupils;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school will monitor ways to improve the delivery of written information to pupils, staff, parents and visitors with disabilities and make full use of local services for providing information in alternative formats (e.g. Braille or audio) when required or requested.

4. Financial Planning and Control

The Headteacher with the Senior Leadership Team, together with the Resources Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time the School Accessibility Plan actions will be integrated into the School Development Plan and into current and future budget commitments.

5. Implementation

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- providing information regarding all services available to support the school and staff.

6. Monitoring

Monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to future action planning. Areas to be monitored include:

- improvement in physical access to the school site as required;
- provision of information and training for staff to ensure that they are able to support pupils with a range of disabilities, that they have high expectations of all pupils, and that they strive to remove barriers to learning and participation;
- Information and training provision to enable staff to conduct lessons and meetings in a user-friendly way;
- success in meeting identified targets;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of school life.

The Governing Board has overall responsibility for the operation and monitoring of this plan, which it delegates to the Resources Committee. The Headteacher will have responsibility for the co- ordination of the physical and information access aspects of this plan. The plan will be reviewed every three years and approved by the Governing Board.

7. Accessing the School's Plan

The plan will be available on the school website with references made throughout the year in the newsletter.

8. Related Policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Equality Policy
- Health & Safety Policy
- Behaviour Policy
- School Development Plan
- Special Educational Needs and Disability Policy

9. Targets

- To continue to improve access to the physical environment for all, ensuring the highest levels of safety.
- Increasing access for disabled/SEND students to the curriculum and wider school life
- Review all information and ensure that it is accessible to pupils, staff, parents and visitors.

All Hallows Catholic High School
Accessibility Plan 2024 - 2027

Target	Task	Timescale	Responsibility	Cost	Met (Y/N)
The school is fully compliant with the statutory duties related to accessibility detailed in the Equality Act 2010 and governors are clear about their legal duty and the requirements of current legislation.	Accessibility Plan updated and becomes an annual agenda item on the Resources Committee.	Ongoing	Chair of Governors	N/A	
Physical Environment					
To continue to improve access to the physical environment for all, ensuring the highest levels of safety	Carry out an annual Access Audit of school buildings and grounds and produce an action plan	Ongoing	Headteacher/AHT	N/A	
	To create access plans for individual disabled pupils as part of the EHC plan process	Ongoing	AHT/SENDCO	Supply Cover	
	To be aware of staff, governors and parents access needs and make any necessary adjustments to school events	Ongoing	Headteacher	N/A	
	To consider access needs during the recruitment process	Ongoing	Headteacher	N/A	
	Review evacuation procedure and put in place Personal Emergency Evacuation Plans (PEEP) for any pupil or member of staff with a disability	Annual Review PEEPs implemented as required	AHT	Supply Cover	
	Ensure that all visitors to the site are aware of their responsibilities in the event of an evacuation	Ongoing	AHT	N/A	

	Ensure all areas of school can have wheelchair access & that egress routes are visually checked on a weekly basis	Ongoing	AHT/Premises Manager	N/A	
	Improve signage and external access for visually impaired e.g. use of yellow strip marking step edges	Ongoing	AHT/Premises Manager	£100	
	Find out the access need of parents via pastoral staff	Ongoing	Headteacher	N/A	
Curriculum					
Staff have an excellent knowledge and understanding of the needs of SEND pupils and how to effectively differentiate the curriculum	Review the needs of pupils with specific learning needs & provide relevant training for teaching, learning support staff and governors	Yearly	SENDCO/SLT T&L	Costs of Training allocated from CPD budget allocation INSET TIME	
Staff have a good level of knowledge of disability issues and how to support disabled pupils in accessing the curriculum	Review the needs of pupils with specific disabilities & provide relevant training for teaching, learning support staff and governors	Yearly	AHT	Costs of Training allocated from CPD budget allocation INSET TIME	
Ensure that all staff are aware of the guidance on accessible formats	Where necessary, change the delivery of written information into an appropriately sized format for pupils with a visual impairment	As and when deemed necessary.	Classroom teacher	Costs of copying from departmental budget allocation	
	Provide dyslexia guidance for all staff on the use of coloured overlays, reading rulers, coloured backgrounds on Smart Board files /worksheets etc.	Ongoing	SENDCO/SLT T&L	Costs of Training allocated from CPD budget allocation INSET TIME	

Ensure that all out of school activities, including trips, are planned to ensure the participation of all pupils	Review all out of school provision to ensure compliance with legislation	Ongoing	EVC/Trip leaders	N/A	
Ensure that classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of pupils and adults alike	Review and implement an appropriate layout of furniture and specialist equipment to support the learning process in individual classrooms and other learning environments e.g. sports hall/arts theatre.	Termly	Head of Department	N/A	
	Seek support from and liaise with LCC with regard to provision for children with hearing, visual or physical impairments	Ongoing	SENDCO	N/A	
Access arrangements are in place to meet individual needs when taking standardised tests and the appropriate level of support provided	Carry out appropriate testing and ensure that results and reports are submitted in order to support the application for access arrangements	Ongoing	SENDCO/JME	Supply Cover	
Use ICT software to support learning	Ensure that ICT software to support individual needs is installed where needed	Ongoing	Network Manager	Cost of individual software.	
Communication					
Review all information and ensure that it is accessible to pupils, staff, parents and visitors.	Explore the availability and costs of published information in alternative formats	Termly	Network Manager	N/A	
	Advertise that the School Office will support and help parents to access information	Ongoing	Network Manager	N/A	
	Ensure that the website and all documents posted there can be accessed by the visually impaired.	Ongoing	Network Manager	N/A	
	Provide information and letters in clear print	Ongoing	Office Manager	N/A	