

ST CUTHBERT MAYNE SCHOOL

Joint Catholic and Church of England 11-18 Comprehensive School



ACCESSIBILITY PLAN 2018-2021

Adopted by Governors Resources Committee

Date:

Review: June 2019

1. The Legal Framework & Schools Planning Duty

- 1.1. Under Part 4 of the Disability Discrimination Act (DDA) 1995 (as amended by the Special Educational Needs and Disability Act 2001 and the Equality Act 2010) schools must not discriminate against disabled students, they must not treat them less favourably and must actively make reasonable adjustments to ensure that they are not at a substantial disadvantage.
- 1.2. As part of this duty schools must produce an Accessibility Plan to show how the school intends to proactively improve the accessibility of three key areas of school life for those who have a disability.
- 1.3. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.
- 1.4. The three key areas that the school must focus on in their plan are:
 - increasing the extent to which disabled students can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
 - improving the delivery to disabled students of information which is provided in writing for students who are not disabled.
- 1.5. The duty is anticipatory and the school must plan for the future needs of pupils, staff and visitors.
- 1.6. The school’s Accessibility Plan must be resourced, implemented and reviewed every three years.
- 1.7. An Action Plan is attached as Appendix 1 this sets out a programme of planned improvements and actions over time to meet the current and future needs of users of the schools. A success criterion and a review period have been set so that progress and outcomes can be measured.

2. Schools Ethos & Mission Statement

- 2.1. St Cuthbert Mayne Secondary School has a culture and ethos based on Christian values where every individual is appreciated and all are respected.

“Christ is our cornerstone; Learning is our focus”

2.2. This is reflected in the school's educational vision which is to engage, challenge and nurture students so that they may live life to the full, now and in the future. This Accessibility Plan is driven by the schools aims:

- To develop each young person to their full potential within a Christian environment
- To help each young person, whatever their ability, to achieve the highest academic standards possible
- To encourage high standards of person responsibility and develop an awareness and concern for others
- To provide each young person with the knowledge, skills and values that will enable them to play their part in the world.

2.3. St Cuthbert Mayne School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. It aims to identify and remove barriers in every area of school life.

2.4. Commitment to equal opportunity and inclusion can be seen in the following school policies:

2.4.1. Special Educational Needs and Disability (SEND) Policy

“To provide the structure for a pupil-centred process that engages student, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.”

2.4.2. School Admissions Policy

“In line with the Equality Act 2010 we do not discriminate against disabled students in respect of admissions for a reason related to their disability. We use our best endeavors to provide effective educational provision.”

2.4.3. National Curriculum Inclusion Statement

- Setting suitable learning challenges
- Responding to pupil's diverse needs
- Overcoming potential barriers to learning

2.5. In their school's last Ofsted inspection officers noted, in the key findings, that 'Tolerance and respect for differences and diversity are apparent' at the school. Throughout the report there are references to the inclusivity of the school and it is noted that the governors of the school 'are aware of the need to provide equality of choice for students and are determined to maintain this level of inclusion'. In conclusion the report states that:

“Pupils with special educational needs and/or disabilities are making progress that is in line with other pupils nationally.” Ofsted 2016

3. Current Good Practice which supports this duty

3.1. Current Actions: Increasing access to the curriculum

3.1.1. The school is constantly looking for ways to make its curriculum accessible to all in line with its aim to make everyone reach their full potential.

3.1.2. This is driven by the schools SEN Coordinator (SENCo) who:

- Coordinates provision for students with SEND
- Liaises with professionals, parents/carers and external agencies
- Provides professional guidance and support to colleagues including advising on the Graduated Approach and managing staff's professional development in special needs
- Assesses students' needs
- Monitors student's achievements and progress
- Advises on deployment of school's budget and resources to support students
- Liaises with next providers to ensure smooth transition
- Raises awareness of roles and responsibilities of all staff in relation to SEND
- Support students through transition periods whether a change in school, class or staff; changes are carefully planned and managed to provide continuity of provision and reassurance to student and families.

3.1.3. To date through its Accessibility Plans the school has:

- Ensured SEN, Able & Talented and Health & Safety remain a standing agenda item on all departmental meetings
- Ensured information on individual pupils with disabilities is kept up to date and readily accessible to all teachers who work with them; with supporting strategies and advice from the SENCo
- Ensured the effective deployment of Learning Mentors to connect disabled pupils to the curriculum, support their development of independence and to promote social interaction
- Provided screen reading software, magnification software and a portable video magnifier for those with visual impairments
- Provided a microphone and speech recognition system to facilitate data entry, a specialist keyboard with larger keys and a specialist pointer device for those with manual dexterity issues
- Provided other support aids such as vari-height desks, writing slopes, etc as and when appropriate

3.1.4. In addition, to ensure the needs of all students are fully met, the school uses a Graduated Approach to learning using the 'Assess, Plan, Do & Review Process'. This four part cycle ensures decisions and actions implemented are revisited, refined and reviewed in line with a greater understanding of the student's need and of what supports them in making good progress. It forms part of the regular termly assessment and planning cycle for all students.

3.1.5. This process alongside ongoing collaboration with the families of those with disabilities and other external agencies ensures the setting of appropriate individual learning outcomes so that students can reach their full potential.

3.1.6. An important aspect of increasing access to the curriculum is the continued professional development (CPD) of staff in Special Educational Needs. The school supports this through:

- Offering a programme covering a variety of SEND which staff are able to sign up to depending on what best meet their CPD needs
- Ongoing training for learning mentors who support the students
- Bringing in of external trainers to address more specialist training needs such as dealing with specific medical conditions
- Peer support and guidance available on a daily basis to all staff
- Sharing of expertise and good practise
- Due regard to the latest guidance from the Local Authority and the Department of Education.

3.1.7. Further support to those with disabilities is provided through the Inclusion Centre which forms part of the pastoral provision. The centre works closely with the SENco and SEN department to help 're-track' and give support to students who are struggling.

3.2. Current Actions: improving access to the physical environment of the school

3.2.1. It is well recognised that improvements to the accessibility of the school are limited by the sites topography and acknowledging this the schools prospectus' does advise parents/carers of those with limited mobility to contact the school to arrange a one to one site visit to see how the student can be accommodated.

3.2.2. However, despite these limitations the school proactively seeks to improve physical access wherever possible.

3.2.3. The completion of a new sports hall, drama and music block and a new all-purpose teaching block has provided 15 accessible teaching spaces, three additional accessible toilets including one with a shower and two lifts.

3.2.4. In addition through its previous Accessibility Plans the school has improved access through the :

- Installation of clear signage internally and externally throughout the site to aid independent wayfinding
- Installation of a second disabled parking bay
- Installation of handrails to external steps to main reception
- Repairing the surface of driveway to prevent trip hazards
- Installation of external lighting from car park
- Installation of emergency lighting throughout site
- Reconfiguring the main entrance/reception to provide a better and more accessible reception area with a disabled toilet off reception
- Installation of additional ramping across the site at key access points
- Installation of additional handrails across the site where needed

3.2.5. Accessibility of the physical environment is also continually improved through the school's ongoing maintenance and redecoration programme which maintains tonal contrasts in the school's décor and the renewal of steps nosings. And through the ongoing programme of replacement furniture and equipment where accessible replacements are provided when possible.

3.3. Current Actions: improving the delivery of information to persons with a disability

3.3.1. Through previous Accessibility Plans the school has sought to improve the delivery of written information to those with disabilities through:

- Reviewing report writing i.e. setting minimal standards for layout and ensuring teachers have access to a laptop
- Reviewing alternative formats for everyday information such as timetable, etc
- Expanding the information available on the school's website
- Installation of IT equipment in classrooms to enable more ways of sharing information

4. Review and Implementation

- 4.1. The Plan will be reviewed annually by the Governors Resources Committee in consultation with the SLT, Business Manager and the school SENco.
- 4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention will be assessed to see if they are still valid and if so carried forward to the next review.
- 4.3. Details on how to view this plan will be included in the school prospectus and on the school's website.

St Cuthbert Mayne Action Plan 2018-21

PRIORITY	LEAD	STRATEGY/ACTION	RESOURCES	TIME	SUCCESS CRITERIA	REVIEW DATE	ACHIEVED
ACCESS TO THE CURRICULUM							
Ongoing staff CPD	SENco	Ensure that staff are aware of how to support students starting the school with conditions not previously supported; liaise with family and relevant support services	Time	Ongoing	Staff feel confident in supporting students	Oct 19	
Monitoring of Academic Progress	SENCo AHT (Inclusion)	Ofsted highlighted that 'processes for monitoring the academic progress of these students are not rigorous enough' p.3 – The AHT liaises with the raising standards leader and attends RAP (raising achievement and progress) meetings on a half termly basis. Department Achievement meetings ensure regular reviews of progress and attainment of SEND students and allow for the SENDCo to challenge core subject leaders.	Time	Ongoing	Comprehensive and rigorous monitoring process to inform learning programmes	Oct 19	
Communication between subject leaders & SENCo	SENCo AHT (Inclusion)	Ofsted highlighted that 'Subject leaders are not working closely enough with the coordinator of special educational needs to monitor the progress of these students. The coordinator is not proactive enough in this area of work' p.5 – The AHT supports the SENDCo to challenge heads of department enabling SEND children to make good or better progress. Under-performance is rigorously challenged and supported where necessary through individualised teacher CPD	Time	Ongoing	Improved communication between SENCo and subject leaders; consistent and informed expectations	Oct 19	

Specialist Teaching areas	Curriculum Lead	To consider location of food technology, textiles and library – located on 1 st floors with no access for those in wheelchairs; alternative options. This will be reviewed on an annual basis at Governors resources committee.	Time		Access to all specialist areas	Jun 20	
Sensory Room	AHT (inclusion)	A Sensory regulation room to be created within a classroom for EHCP students, ASD students and others with sensory needs. Thrive-type activities and Attachment type activities to be delivered in this sensory room. The room will be a calm space where students can self-regulate and in turn help them to re-engage with their learning and control behaviours. The sensory room will provide a safe, calming and stimulating room which will be resourced with specialist equipment	SEND Accessibility bid	May 19	Successful bid and room converted and operational in time for Sept 19	Jan 20	
Access to after school clubs and trips	SENCo/ club leaders	A review of clubs and trips on offer and their accessibility This will be reviewed regularly. A log of SEND students is recorded on Evolve and evaluated.	Time	Ongoing	Disability does not prevent a child from accessing a club/trip	June 19	

ACCESS TO THE ENVIRONMENT

Development of a Nurture Room	AHT (inclusion)	A classroom to be created from an existing office space with priority use by EHCP and nurture group students in Y7 and Y8. This will promote an environment of safety and inclusion and a much needed area to enable the school to cater for our higher needs students and for those who require 1:1 intervention with Learning Mentors. The space will be sympathetically converted and be well resourced to engage students and support SEMH interventions and promote learning.	SEND Accessibility bid	May 19	Successful bid and room converted and operational in time for Sept 19	Jan 20	
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Outdoor classroom	AHT (Inclusion)	Procurement of outdoor gym equipment to regulate behaviours and provide an alternative exercise regime, therefore improving the emotional health and wellbeing of a number of SEND students. This will also support inclusion in PE lessons. This will allow specific children to develop and manage their SEMH in a different environment beyond the classroom.	SEND Accessibility bid	May 19	Successful bid and installation of equipment in time for Sept 19	Jan 20	
Sensory Garden	AHT (Inclusion)	Development of the existing sixth form garden to create a sensory area creating a calm nurturing environment	SEND Accessibility bid	May 20	Garden created and in use	Jan 20	
Maintenance Records for all lifts	Premises Manager	To ensure servicing of lifts is up to date To ensure all new staff have training on using them as part of their induction	Time	Sept 18	Lifts are fully operational and staff can support students in using them	August 18	TDA SLA in place and annually renewed/ DR
Fire refuge points	Premises Manager	To identify and set up fire refuge points with signage; include in school's fire strategy & training for staff	Time	Sept 18	Safe extraction of students & visitors with mobility issues	August 19	
Disabled parking	Premises Manager	Review existing space closest to reception – not compliant To provide adequate lighting for second disabled parking bay To ensure signage on road reflects location of bay <u>or</u> ensure visitors are made aware of its location	Capital	Sept 19	Ease and convenience of disabled visitors accessing the site	Sept 19	
Signage/Wayfinding	Premises Manager	To update signage with new Jubilee Block To provide signage from disabled parking bay to reception	Capital	Sept 19	Improve access and independent wayfinding	Sept 20	
Medical Room	Premises	To identify and set up a suitable	Time	Sept 18	A room available		Completed

	Manager	medical room			at all times to meet medical needs of students		prior to 2018/DR
Vision Panels in doors	Premises Manager	To remove any obstructions on vision panels	Time	Sept 18	'Functioning' vision panels	August 19	ongoing
Disabled toilet	Premises Manager	To provide tonal contrasting between tiling and fixtures in toilet (I.e. toilets in Block A, Sixth Form block & Music Block) To provide pull cord in every disabled toilet that reaches the floor (I.e. toilet in Jubilee Block) To ensure signage on all toilets consider including braille (No signage on toilet in Music & Drama block or to show is a disabled changing room)	Capital	Sept 20	Fully compliant toilets	Sept 19	
Step Nosings	Premises Manager	Although most step nosings were painted, regular, cyclical cleaning required	Time	Sept 18	Improve access and independent wayfaring for those with visual impairments	August 19	Ongoing each year
External Trip hazards	Premises Manager	To highlight or repair manhole cover recessed near the sports hall covered way To highlight raised drain on corner of Block A near reception To highlight steps in external courtyard area outside Block A	Capital	Sept 18	Improve access and independent wayfaring for those with visual impairments	August 19	
Signage	Premises Manager	Programme to replace signage throughout school with braille signs as and when they require replacing	Capital	Ongoing	Improve access and independent wayfaring for those with visual impairments	August 20	

Blinds and window coverings	Premises Manager	To review need for blinds Particularly in sixth form link corridor white walls and glazing create a significant glare and 1 st floor block A – glare from flooring Decorative wrap screening has been added to improve the environment. This will reduce glare.	Time & possibly capital	Sept 18	Improve access and independent wayfaring for those with visual impairments	Sept 18	Wrap installed on link corridor August 18/DR
Hearing Loop	Premises Manager	To provide a hearing loop in key areas such as reception & the hall	Capital	Sept 19	Those with hearing impairments able to communicate and participate in events	Sept 19	
Tonal contrasts: internal & external posts	Premises Manager	To ensure sufficient contrast between posts and adjacent walls and floorings Poles on lower ground floor in Exeter Block same colour as flooring Aluminium posts in external courtyard area outside Block A same colour as grey concrete	Part of routine maintenance programme	Ongoing	Improve access and independent wayfaring for those with visual impairments		
Tonal contrasts: Walls, doors and floors	Premises Manager	To use sufficient tonal contrasting colours on walls, doors and flooring Corridor 1 st floor Block A minimal tonal contrast between walls, doors and floors – same colour different shades	Part of routine maintenance programme	Ongoing	Improve access and independent wayfaring for those with visual impairments		
Visual Fire alarms	Premises Manager	To replace existing fire alarms system with a sound & visual alarm across the whole site	Capital	Sept 20	Improve access and independent wayfaring for those with hearing impairments	Dec 19	
Internal doors	Premises Manager	Ongoing programme to replace internal doors with doors with vision panels at	Capital	Ongoing	Internal doors to have suitable		

		wheelchair height and colour contrasted user friendly ironmongery Particularly in Block A & Exeter Block C			vision panels and user friendly ironmongery		
ACCESS TO WRITTEN INFORMATION							
Policy for all outgoing correspondence (not just reports)	Admin	To review current school correspondence – looking at font and layout; and agree a school wide policy Addition of a footer on all correspondence on how to access alternative formats	Time	Sept 19	Consistency in format of outgoing correspondence		
Raise awareness of the importance of font/ size/ type set of outgoing correspondence	Admin	Training and information sharing with staff Signposting for staff on how and where to access alternative formats	Time	Sept 18	Ensure all can access written correspondence		
Accessibility of School Website	Admin/IT	To review the school's website and consider options are available for user to change font or colours, use QR readers, use access keys, listen to the website, translate the website, etc (it is useful to note that the Council ensures its website conforms to W3C/WAIs Web Content Accessibility Guidelines https://www.w3.org/WAI/intro/wcag.php) Ensure all relevant policies are available to download	Time	Sept 19	An accessible website with all relevant information accessible including the school's Accessibility Plan		