

# Richard Challoner School

## Accessibility Policy and Action Plan

Policy Date: September 2023



### Accessibility Policy Statement

Richard Challoner School promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the school's accessibility strategy. The strategy encourages a proactive approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 and in particular the main duties:

- Not to treat disabled pupils less favourably for a reason related to their disability,
- To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage
- To plan to increase access to education for pupils with a disability.

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](#))

This policy complies with our funding agreement and articles of association.

This plan should also be read in conjunction with and will contribute to the review and revision of related school policies, strategies, documents and plans:

- Curriculum Policy
- Equal Opportunities and Diversity Equality information
- Child Protection and Safeguarding policies
- SEND Information Report
- School Development Plan
- Staff Handbook and Mission Statement

The accessibility strategy outlines the steps the school is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

- Ensuring that the rights of pupils with disabilities are upheld
- Supporting the aims and aspirations of pupils with a disability
- Improving access to information, curriculum and the environment
- Creating a positive attitude towards disability and challenge negative perceptions
- Developing a culture of awareness, acceptance and inclusion

It is recognised that many of these steps will benefit all school users.

Disability is defined in law as a physical or mental impairment that has a substantial and long-term negative effect on the ability to do normal day to day activities. Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight.

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### Consultation, Implementation and Review

The accessibility action plan has been produced by Richard Challoner School in consultation with parents, young people and children, specialist advisors. The action plan sets out how we plan to:

- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- increase the extent to which disabled pupils can participate in the curriculum
- improve the availability of accessible information to disabled pupils and their families

The Action Plans, relating to these key aspects of accessibility, are attached below. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

### 1. Action Plan - Environment

#### Increasing access to the physical environment

Richard Challoner will aim to improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education. The school will take account of the needs of pupils and other users 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.

Priority	Action	Person Responsible	Outcomes	
1.1	Continue to increase time allocated to physical support for pupils on OT /Physio programmes including individual and group work	RC to increase direct employment of OT to full time. Enabling an increase of direct work with students with physical disabilities accessing school facilities and curriculum. With possible aims to offer outreach to local schools to provide increased support over transition to mainstream secondary school	RG/ AC/SN	Full time OT has been employed from September 2023
1.2	Continue to make adjustments to the school site, including remodelling of current Xavier Centre teaching spaces to better accommodate increased number of students with physical needs and Post-16 students with MLD	RC Learning Support Department to coordinate with AfC to look at the viability of a 3 year program for the Xavier Centre. Any increase in numbers would require modifications/extension to the existing Xavier Centre space.	SM/RG/AC/OB/AD Site Management Team	Initial proposals to be submitted to AfC for consideration before the end of 2023/24 academic year.

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1.3	Use of St Bede's as an intervention space.	To continue to review the facilities within St Bede's in order to reflect the different specialist interventions that occur each year.	RG/AC/JN	To systematically look at the interventions that are required and to ensure that the St Bede's space is fit for purpose prior to the start of each academic year.
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## 2. Action Plan - Curriculum

### Increasing access to the curriculum

Richard Challoner will aim to increase access to the curriculum for pupils with a disability, expanding 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 of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum, providing staff training and the way the school prevents SEND based bullying and harassment.

Priority	Action	Person Responsible	Outcomes	
2.1	Development and delivery of Pathway 2 Curriculum offer.	To ensure appropriate IAG to all students who may be invited onto Pathway 2. To continue to develop the literacy numeracy and work skills curriculum as part of the support package for pathway 2 students.	RG/AC/IOB/MW/RST/LS T/NH/DS Year Leaders for Y9 & Y10	All year 9 students who may be invited onto pathway 2 to receive early IAG information before the options process begins. Priority given to ensuring the right staff are available for the curriculum support package for 2024/25 as part of the timetabling process.
2.2	ASD Coordinator post	To liaise with the ASD Coordinator in order to increase capacity.	JN/AC/RG/SH	To increase working hours of the ASD Coordinator by 2024/25.
2.3	Continuation of Social Thinking groups across all phases for pupils with ASD and also including post-16 students with MLD	ASD Coordinator to plan and deliver sessions	ASD Coordinator	Continue to look at data from MIS/Provision Map to look at the impact of the social thinking groups.

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2.4	Continuous training opportunities available to ASD Coordinator/ ELSAs and Phase Coordinators to proficiently meet the needs of pupils with additional needs	Seek courses to target specific needs	RG/AC/Phase Coordinators /EP / OT	By the end of Summer 2024 staff will have had opportunity to further develop their skill base
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### 3. Action Plan - Information

#### Ensuring the availability of information to pupils with disabilities and their families

Richard Challoner School aims to continue to improve the delivery of written information to pupils, staff, parents and visitors with disabilities. We aim to ensure information is available in various preferred formats within a reasonable timeframe. To this end all communication with home is electronic and distributed via Bromcom/MCAS, the school's new Management Information System (MIS). As an iPad school students have access to all this information and can adapt it using their iPad's inbuilt accessibility features.

Priority	Action	Person Responsible	Outcomes
3.1	Continuing to develop and update the school website to reflect links to the Local Offer and School Offer	RG/AC/MC	Parents can find information more easily relating to graduated approach to SEND at Richard Challoner School
3.2	Continue to update the school website for general communications.	NH/School Office/SLT	Large group communications are more easily accessible and easier to find.

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3.3	Families to continue to have easy access to clear information regarding the support available for the children with SEND and/or disabilities	School to update and publish a SEND information report that is clear and answers key questions that parents might have. This is published on school website and available in other accessible formats on request Ensure that any communication intended for a wide audience is written in plain English following guidance: <a href="http://www.plainenglish.co.uk/free-guides.html">http://www.plainenglish.co.uk/free-guides.html</a>	RG/AC/MC	Families to continue to feel confident about legislation regarding SEND Reforms. Website reviewed on a regular basis.
3.4	Pupils at SEND support and with EHCPs continue to have a voice and a way of communicating their views, wishes and aspirations in an empowering, accessible and creative way.	Continue to develop use of online questionnaires/Provision Map for pupils who have EHCPs/SEND Support to complement existing information collection.  Continue to promote the appropriate representation of students with SEND on School Parliament.	RG/AC/JB/RC /Age Phase Coordinators / Learning Mentors	Learning Support staff to continue to use existing systems to ensure that pupil voice is increased in appropriate, creative and personal ways.

Review Due: September 2026  
Review Cycle: Every 3 Years.