

St Mary's CE High School

'Everyone is equal: everyone deserves the best'

ACCESSIBILITY POLICY

Date of Next Review: Spring 2022

"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where

***Through God's love, we are the rich soil where seeds flourish and roots grow,**
based on the Parable of the Sower, Mark 4: 3-9*

*This underpins our motto, **We believe everyone is equal, everyone deserves the best,** and is key to what we do. We believe that we are all equal, irrespective of our background and beliefs. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves, and want nothing but the best. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Nicholas Simms – Head Teacher



St Mary's CE High School Accessibility Policy

General Statement:

Our School building was built and opened in April 2010 and is therefore fully compliant with the Disability and Discrimination Act (DDA) (1995).

In keeping with our Christian ethos, the Governors take their responsibility towards inclusion seriously. Inclusion is an ongoing process, which celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any student and the maximising of resources to reduce these barriers. This will be irrespective of age, ability, gender, ethnicity, language, faith, sexual orientation and social background. This Policy will apply to all stakeholders.

SAFEGUARDING STATEMENT

The Governors of St Mary's have made safeguarding a fundamental priority and are committed to ensuring that safeguarding of children and young people remains at the core of their work. For this reason, the principles of excellent safeguarding practice are integral to the culture of St Mary's and every aspect of the school's work. This policy supports this commitment to safeguarding and should be read in conjunction with other school policies as appropriate.

It is every person's responsibility to safeguard and promote the welfare of children and it remains a paramount concern of all who work in and who are part of the St Mary's community.

Definition:

A person has a disability if she/he has a physical or mental impairment that has substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions and SEN when they have long-term and substantial effect on their everyday life.

The Disability and Discrimination Act (1995) requires the School to make reasonable adjustments in order to meet the needs of whole school community generally, not just those of particular individuals.

Aims:

As an inclusive Church of England School we are committed to equality of opportunity in every aspect of the life of all students, parents/carers, staff and governors. We are committed to challenging discrimination against any Individual or group, ensuring equality of access and preparing students for life in a diverse society.

We will systematically assess, evaluate and regularly review the impact of our School accessibility plans on the life, attitudes and achievements of all groups and individuals in the school community.

We will strive to enable access to the curriculum; the physical environment; the provision of information and to increase participation for those people with disabilities in the whole school community and visitors when appropriate.

Objectives:

- To ensure all students can participate in the School Curriculum
- To ensure that the physical environment of the school enables all students to take advantage of the educational and extra-curricular activities
- To provide information in different forms, as required, in order that it is in a format that best suits their needs
- To ensure that all areas of the building continue to be accessible to all users
- Provision of additional support whether physical or technological where necessary, for example to allow participation in school trips (where practicable) and to access the curriculum
- To increase the extent to which employment and training can be offered to those with SEN, disabilities or mobility issues
- To ensure that students who require special access arrangements or special consideration in examinations receive this without compromising the assessment of the skills, knowledge, understanding or competence being measured.
 - Access Arrangements will help to reduce the effect of any disability or difficulty. These are overseen by our SENCo
 - Special Consideration is a post-assessment/post examination allowance to reflect temporary illness, injury or indisposition that occurred at the time of any exam/assessment. This is overseen by our Exams Officer and Inclusion Director
- To enable all users to have equality of access, assistance with communication if required or audio assistance by use of the hearing enhanced areas
- To exploit the potential of IT and specialist equipment to improve access
- To make use of the authority's advisory and support services, or other specialist consultancy services, as required/appropriate
- To implement the Disability Discrimination Act (DDA 1995)
- To implement the Special Educational Needs and Disability Act 2001 (SENDA 2001)
- To challenge attitudinal barriers to people with disabilities, SEND or mobility issues

Evaluating the Policy

We will know that the policy is working if:

- All students achieve their full potential and progression of all students who require assistance in accessing the standard curriculum is broadly similar to other groups.
- Attainment gaps between groups of students with and without disabilities or SEND are reduced and eliminated
- There are equal levels of satisfaction with the School's overall performance from all parents/carers of students
- A diverse curriculum is provided enabling all students to participate and make progress
- There are no disparities in rates of exclusion across different student groups
- Everyone within the School community has access to the communication of learning and information so that no-one is disadvantaged or marginalised

- The School is respected and recognised for its commitment and effectiveness of its Inclusion Policy and work to ensure equal opportunity
- Those within the community feel equally valued, respected and able to contribute fully to all aspects of the School.

Monitoring

The Governors will be responsible for the review of the Accessibility Policy and Accessibility Plan.

They will use:

- Feedback from students with a disability (when the School has students registered as such on roll) and also their parents/carers to assess the impact of policies, procedures, functions and practices and improve these when necessary
- General feedback from stakeholders regarding the work of the school
- Analysis of results of outcomes for all students including protected groups

Note: This policy also links to the:

- SEN &/or Disabilities and Inclusion Policy
- Equality Policy
- Safeguarding and Child Protection Policy