

Accessibility Policy



**ST EDWARD'S
COLLEGE**
LIVERPOOL

The College's Mission Statement states

As a Christian community, we aim to provide a broad and challenging education and a stimulating environment in which individuals are encouraged to fulfil their own potential, value the talents of others and live life to the full.

The College Accessibility Plan should be considered within the overall context of the Mission Statement.

The College is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their spiritual, educational, physical, sensory, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The College has sought over time to increase the accessibility of provision for all pupils, staff and visitors to the school and plans to continue to enhance provision.

Definition

The Equality Act of 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act makes it unlawful to discriminate against anyone because of their race, disability, religion or belief or sexual orientation. This Accessibility Plan is compliant with the Equalities Act (2010), which with the Disability Discrimination Act (DDA 1995) defines disability as:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

The definition includes people with a:

- Hearing or Visual Impairment
- Cerebral Palsy
- Muscular Dystrophy
- Mental Health Issues and Incontinence
- People with ADHD
- Autistic Spectrum Disorder
- Downs Syndrome and Hydrocephalus.
- Medical conditions (Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities)
- Facial Disfigurement
- Severe Dyslexia
- Gross obesity and diagnosed eating disorders are all included

Key Objectives

The key objective of this plan is to reduce and where possible, eliminate barriers to accessing the curriculum, and to full participation in the school community for students, and prospective students, with a disability. At St Edwards College we fully recognise our duty:

- Not to discriminate against students with a disability in admissions and exclusions, provision of education and associated services
- Not treat students with a disability less favourably for a reason related to their disability. Our expectations of pupils are high irrespective of their need.

- Make reasonable adjustments for students with a disability, so they are not at a substantial disadvantage. In line with Quality First Teaching we ensure the use of teaching and learning strategies that will remove barriers to learning for students with disabilities. All students have access to a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their learning styles, whilst endorsing the key principles of the National Curriculum

Our admissions policy at the College does not discriminate against a student with a disability or treat them unfairly. We recognise and value parents/carers knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect their rights to confidentiality.

The College acknowledges that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan will contain relevant actions 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. We also have a disabled toilet on the ground floor with easy access to it. The lighting and painting schemes are bright to help visually impaired students. Allocated parking spaces for visitors and staff are available and are not used inappropriately. The school continues to assess the needs of individual users of the building and provide solutions that address those needs.
- Increase access to the **curriculum** for pupils regardless of their 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. The College will continue to seek and follow the advice of the Local Authority services and outside agencies, such as the specialist teacher advisors, SEN consultants and appropriate health professionals.

Included in this are examples such as adapting the curriculum offered to ensure that students with a disability are equally as prepared for life as able-bodied students. This may include purchasing equipment such as: buff coloured exercise books, writing slopes, pencil grips or adjustable chairs etc. It may also include having core texts enlarged or providing the use of specialist ICT equipment. 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. The school will use, where possible, the available resources (human and physical.) Examples of this include offering assistance during assessments or exams, use of aids and equipment (including assistive technology).

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

St Edwards College recognises it has a duty:

- Not to discriminate against students with a disability in admissions and exclusions, provision of education and associated services
- Not treat students with a disability less favourably for a reason related to their disability. Our expectations of pupils are high irrespective of their need.
- Make reasonable adjustments for students with a disability, so they are not at a substantial disadvantage. In line with Quality First Teaching we ensure the use of

teaching and learning strategies that will remove barriers to learning for students with disabilities. All students have access to a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their learning styles, whilst endorsing the key principles of the National Curriculum

If there are any complaints about the Accessibility Plan, the procedures laid down in the College's Complaints Policy should be followed.

This plan was adopted by the Governing Body in March 2021. The next review will be in March 2024.

Accessibility Action Plan – March 2021

Improving Access To The Curriculum

Aim	Purpose	Staff Lead	Completed
Ensure all staff are aware of disabilities and SEND needs of new pupils	<ul style="list-style-type: none"> Brief all staff on the SENDs of new Year 7 pupils Share information to inform teaching and pastoral support for SEND and vulnerable pupils. 	SENCO	Start of Advent Term
Raise awareness of how to remove barriers to learning for disabled pupils and promote inclusive practice	<ul style="list-style-type: none"> Staff training and mentoring Ensure up to date information is held on SIMS 	SENCO Heads of Faculty	Ongoing
Ensure that pupils with disabilities are able to access a full curriculum and to inform future planning for accessibility.	<ul style="list-style-type: none"> Work with external specialist staff including Educational Psychologist, Occupational Health and Deaf/Visually Impaired Support Teams 	SENCO Bursar Deputy Principal	Ongoing
Support the graduated cycle of support using 'assess, plan, do review' to ensure that pupils are able to successfully access the curriculum	<ul style="list-style-type: none"> Update 'Provision Maps' regularly for all pupils showing individual needs Review the impact and effectiveness of additional support by LSAs. Monitor all interventions to ensure attainment gaps narrow and pupils make progress. 	SENCO Heads of House Heads of Department	Ongoing
Improve pupils' understanding of SEND and disability issues and challenge stereotypes.	<ul style="list-style-type: none"> Equality week focusing on prejudice & discrimination Raise pupil awareness of prejudice & discrimination via EPR programme 	Assistant Principal Heads of House	Partially Met
Provide reading and spelling support sessions for pupils with lower literacy levels across the College.	<ul style="list-style-type: none"> Use of LSAs during tutor time to oversee IDL programme 	Learning Support Assistants	
Improve social & communication skills of vulnerable pupils	<ul style="list-style-type: none"> Development of a programme focusing on social situations which are relevant to pupils' own circumstances delivered by LSAs. 	Learning Support Assistants	Ongoing
Ensure that pupils with disabilities have equal access to examinations	<ul style="list-style-type: none"> Carry out assessments as necessary with eligible pupils Complete Form 8 (GCSE & A Level) Access arrangements in place 	SENCO Deputy Principal Exams Manager Subject Teachers	Completed
Curriculum meets the needs and ability	<ul style="list-style-type: none"> Regularly review SEND provision within 	Heads of Department	Ongoing

of all pupils	<p>departments.</p> <ul style="list-style-type: none"> • Appropriate levels of differentiation in lessons and when setting homework • In class support from LSAs where available and appropriate 	Heads of Faculty	
Provide specialist equipment to promote participation in learning by all pupils, including those with a short-term disability	<ul style="list-style-type: none"> • Assess the needs of pupils and provide specialist equipment as needed. • Provide special equipment sourced from OT as necessary • Provide pupils with a short-term disability with a lap top to enable them to continue with school work 	SENCO	Completed
Ensure that all pupils are able to access extra-curricular activities	<ul style="list-style-type: none"> • Review extra-curricular offer • Ensure that there are sufficient staff to assist disabled pupils. 	Head of Sport	Ongoing
Provide ICT to assist disabled pupils to read and/or produce work.	<ul style="list-style-type: none"> • Provide scanner pens as needed to pupils • Investigate access to ICT with predictive text software. 	SENCO Network Manager	Ongoing
Maintain and develop high levels of support for pupils and regularly review effectiveness.	<ul style="list-style-type: none"> • Develop the effective use of Learning Support Assistants both when supporting in the classroom and delivering interventions. • Appropriate training carried out by LSAs 	SENCO	Ongoing
Provide a curriculum that is appropriate at Key Stage 4 which meets the needs of SEND and vulnerable pupils.	<ul style="list-style-type: none"> • Introduction of BTECs • Provide additional support in core subjects • Investigate alternative qualifications at KS4 for pupils who cannot access GCSEs 	SENCO Assistant Principal Deputy Principal	Partially met

Improving Access To The Physical Environment

Aim	Strategy	Staff Lead	Progress
Ensure fair access to lockers	<ul style="list-style-type: none"> Ensure placement of lockers is appropriate to pupil needs 	Administration Manager	Completed
Ensure evacuation procedures are robust for pupils and staff with disabilities	<ul style="list-style-type: none"> Clarify arrangements for evacuation of disabled Ensure there is a Personal Emergency Evacuation Plan in place with disabled pupils Lockdown arrangements in place for this cohort Ensure strategy is in place to alert hearing impaired students in event of a fire alarm or lockdown 	Bursar SENCO Premises Manager	Ongoing
Ensure classrooms optimally organised for disabled pupils	<ul style="list-style-type: none"> Obtain guidance from specialists (hearing impaired service, autism service, speech & language, educational psychology, family support etc). Appropriate seating plans in place 	SENCO Class Teachers	Completed
Ensure that pupils, parents and visitors can access the College	<ul style="list-style-type: none"> Provision of disabled parking spaces Appropriate seating plans in place 	Bursar Premises Manager	Partially completed although many areas still remain inaccessible
Provision of space for pupils who need additional educational support	<ul style="list-style-type: none"> Further development of The Haven (we are currently looking at developing a new SEN base) LSAs undergo appropriate training to ensure that they can provide specialised support 	SENCO Bursar Assistant Principal	

Improving Provision of Information to ensure that all pupils have equal access to School information

Aim	Strategy	Staff Lead	Progress
Enhance quality of information provided to parents, including ease of access to information including progress & attendance	<ul style="list-style-type: none"> • Parents have access to ClassCharts and SIMS enabling them to see <i>live</i> information online about their child 	Assistant Principal Network Manager	
Ensure that parents who are unable to attend school because of a disability can access Parent Teacher Review Meetings.	<ul style="list-style-type: none"> • Hold Parent Teacher Review Meetings online to ease access 	SENCO Heads of Faculty	
To improve access to information for pupils and parents who are severely visually impaired when necessary.	<ul style="list-style-type: none"> • Provide information in alternate formats 	Administration Manager	
Ensure the website information is accessible to all	<ul style="list-style-type: none"> • Website design compatible with software enabling those with visual/hearing impairments to access content • Purchase of plug-ins where appropriate 	Communications Manager Bursar	Ongoing
Access to information for visual/hearing impaired	<ul style="list-style-type: none"> • Ensure that any written communication meets needs of visually and hearing-impaired pupils and parents as necessary. 	Administration Manager	
School to meet needs of SEN students through ensuring they can access the written curriculum	<ul style="list-style-type: none"> • Audit of practice in classrooms (print size, visual diagrams, time, simplistic language) • Provision of materials by subject teachers which are appropriate to needs of pupils. 	SENCO Class Teachers	