



CARDINAL HEENAN
CATHOLIC HIGH SCHOOL

Accessibility Plan

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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- **increasing the extent to which disabled pupils can participate in the school curriculum;**
- **improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;**
- **Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.**

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

Our Mission Statement

John Carmel Heenan (1905-1975) was Bishop of Leeds, Archbishop of Liverpool and Cardinal Archbishop of Westminster. This school is a living tribute to a very faithful servant of God. We are proud to bear his name. We wear the word Veritas (Truth) on our school blazers in memory of St Thomas Aquinas. He lived a life of prayer and study which led him to the Dominican Order, whose motto is "Veritas" or "Truth". He sought truth wherever it could be found and burned with the desire to know the one truth, God, which gives meaning to all truths.

The Catholic Christian community at Cardinal Heenan

- helps pupils to know and build a relationship with Jesus Christ
- forms pupils who live the Catholic faith by prayer, sacraments and service
- makes learning challenging and enjoyable for all so that we will secure the best outcomes and remain lifelong learners who are committed to seeking truth
- helps all to learn and grow, treating one another with respect and generosity
- supports parents as the first and most important educators of our children
- inspires excellence by encouraging every individual to be the person that God calls us to be, in preparation for this life and the life to come

1B: Basic School Characteristics

The school has a stable pupil population. The number of pupils on roll is broadly in line with the size of the average 11-16 secondary school nationally (~900). The proportion of pupils in receipt of pupil premium funding has been stable at 28% for the last five years. Cardinal Heenan is a multi-cultural comprehensive school. The proportion of pupils with first language other than English is 28% which has increased over recent years. The school has a comprehensive intake with school deprivation being above the national average, lying in the 60th-80th percentile.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

Pupils with disabilities should, as far as reasonably possible, have access to the full Curriculum followed by their peers, differentiated to take account of access and learning needs. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

The school's ICT network can provide access to students in a variety of locations, including at home and software is available (Office) to all pupils for home use under our educational license. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support students with dyslexia or reading difficulties.

In constructing the timetable the school will give sympathetic consideration to individual needs, including access arrangements. Furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. The school will assess a pupil's need for support when completing exam access arrangements, this will include both internal and external assessment procedures.

Pupils are able to participate fully in the wide range of extra-curricular activities offered consistent with the limitations imposed of any disability. This has included:

- Mass and religious observance within school
- Sports and PE
- Drama and Performing Arts Productions
- Music
- After School and Holiday Clubs and activities
- Excursions and trips

The unsuitability of any event and the need for additional support can be discussed fully with the parents in advance. The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Staff receive regular training in the implications of the new code of practice and Quality First teaching. Staff have continual professional development in personalised learning. Specific training with reference to disabilities and the Disability Discrimination Act is provided as required.

The school implements the following provisions:

- School focus has been on the creation of robust and detailed schemes of work, which include different levels of differentiation.
- a clear assessment of the current National Curriculum levels of the full range of pupils, particularly in relation to speaking and listening levels;
- The school has high expectations of all pupils;
- The school has a focus on the appropriate deployment of learning support to ensure that those in most need receive a level of support that matches their needs. This support may constitute quality first teaching, small group or 1:1 interventions, TA support ;
- Pupil grouping is carefully considered. Classes are taught in both mixed ability and ability set groups.

The school has set the following overall priorities for increasing curriculum access:

- Departments maintain access plans for each subject showing differentiation of curriculum/visits/field trips and suitable changes to ensure curriculum reflected needs of disabled students.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

All access points to the school are level with the ground outside, no stairs or other obstacles restrict access to the building. Over recent years the school has improved ground floor access further by installing ramps and handrails wherever needed.

A lift is installed in the school, this allows pupils with limited mobility to gain access to the first floor. A stair walker has also been provided in one of the stairwells to allow access to the science block and to ensure a safe exit in the event of a fire alarm.

Changes to the physical environment:

- Improvements to toilets, washing and changing facilities;
- The provision of ramps and lifts and improvements to doorways;
- The provision of particular furniture and equipment to improve access.
- The provision of a walking stair climber.
- The provision of specialist equipment such as a leaning chair.
- The provision of washing facilities in one of the accessibility toilets.
- Hygiene suite.

Evacuation Procedures

The school will adapt evacuation procedures to meet the specific needs of individuals with disabilities (for example the requisition of a stairclimber). Such procedures will be discussed with the pupils along with their parents/carers and will be documented in the pupil's SEN file in the form of a PEEP (Personal Emergency Evacuation Plan). All staff working with these pupils are aware of the PEEP and they are available to all staff via SIMS.

The school has set the following priorities for physical improvements to increase access:

- Seek additional funding which would allow the provision of a second stair walker. This would allow the site to be fully accessible and facilitate the evacuation from the maths and geography corridors in the event of a fire alarm.
- The school will 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.

2C: Improving the delivery to disabled pupils/parents of information that is provided in writing for pupils who are not disabled:

Pupils with learning difficulties have access to information in simplified language; pupils with language and communication difficulties have access to information where it is provided in picture/symbol systems.

If either pupil or parents have difficulty accessing information normally provided in writing by the school then then we will be happy to consider alternative forms of provision.

The school currently provides the following resources upon request:

- Large print handouts,
- visual timetables,
- Large print worksheets, notices, information about school events.

The following policy documents are relevant to the general issue of accessibility.

- Admissions Policy
- SEND Policy
- Equality and Diversity Policy

The school has set the following priorities for providing information for disabled pupils:

- To ensure that all information is available to pupils and their parents in simplified language

3. Making it happen

3A: Management and implementation

The planning process:

- the governing body takes responsibility for the school accessibility plan and sets a clear direction for it;
- the plan will be reviewed and revised on a 3 year timeline
- the plan will be evaluated on an annual basis by Senior Leadership Team;

Other policies and plans:

- Moving and Handling Policy
- SEN Policy
- Teaching and Learning Policy
- Health and safety policies.
- Intimate Care Policy

3B: Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:

The school website www.cardinalheenan.com

Via the school office – call 01138873240 or email info@cardinalheenan.com

Further information can also be found at:

<http://www.leeds.gov.uk/residents/Pages/SEN-and-disabilities.aspx>

Accessibility Plan School Priorities – Plan for implementation

Target	Strategy	Timescale	Responsibility	Success criteria
Increasing the extent to which disabled pupils can participate in the school curriculum	Departments maintain access plans for each subject showing differentiation of curriculum/visits/field trips and suitable changes to ensure curriculum reflected needs of disabled students.	Jan 2020	CLs	Accessibility statements exist for all departments and this forms part of their scheme of work.
Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.	Seek additional funding which would allow the provision of a second stair walker. This would allow the site to be fully accessible and facilitate the evacuation from the maths and geography corridors in the event of a fire alarm.	Ongoing	SLT, finance officer	
	The school will 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.	Ongoing	MMD/MKN	
Improving the delivery to disabled pupils/parents of information that is provided in writing for pupils/parents who are not disabled.	To ensure that all information is available to pupils and their parents in simplified language	Ongoing	All staff / APN	