



BLESSED HUGH FARINGDON CATHOLIC SCHOOL

ACCESSIBILITY POLICY AND ACTION PLAN

All that happens in Blessed Hugh Faringdon Catholic School occurs within the context of the school's Mission Statement (in accordance with the Trust Deed for the maintenance and advancement of the Catholic religion).

Written: March 2012

Updated: June 2024

Adopted: June 2024

Persons Responsible: SLT and Headteacher

Committee: Sites and Finance

Review Due: 3 Yearly – April 2027

As a Catholic school, founded on, and committed to upholding the teaching of the Church, we believe that Jesus is present in the day to day life of our community and that each member of our community has a divine origin and an eternal destiny. In discharging our responsibilities, we are guided by the principles of Catholic social teaching [CST], in which the following core values are constituted: dignity, solidarity, the common good, the option for the poor, the promotion of peace, care for creation, the dignity of work and the value of participation in society. These principles are demonstrated in our core, and wider, curriculum, in our care of students, in our work with the disadvantaged and in the outward-facing approach to our local community, our nation and to the world. As our moral compass, CST guides us in all our school activities, including the formulation, upholding and reviewing of school policies.

Introduction

The Equality Act 2010 replaces previous discrimination laws. Disability is one of the nine protected characteristics covered by the Act.

As well as prohibiting unfair treatment on the basis of disability, the Act includes the responsibility to make reasonable adjustment for a disabled person.

Key Objectives

- To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in Blessed Hugh Faringdon School community for pupils, and prospective pupils, with a disability
- To promote equality of opportunity for disabled pupils, staff, parents, carers and other people who use or wish to use the school
- To improve the delivery to disabled pupils, parents and carers of information
which is provided in writing for individuals who are not disabled

Principles

Blessed Hugh Faringdon recognises its duty under the Equality Act 2010:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan
- to involve the existing and potential disabled community in preparation and review of the scheme
- to assess the impact of current and proposed policies on disability equality

Blessed Hugh Faringdon:

- recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles
- recognises its obligation to help disabled or potential disabled employees find solutions to practical obstacles which prevent disabled people making the most of employment opportunities

Activity

a) Education & related activities

Blessed Hugh Faringdon will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Blessed Hugh Faringdon will take account of the needs of pupils, staff, parents, carers and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

Provision of information

Blessed Hugh Faringdon will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Linked Policies

This Plan and scheme will contribute to the review and revision of related school policies:

- School Strategic Plan
- SEND policies
- Curriculum policies
- Equality policy
- Anti-Bullying Policy
- Mental Health Awareness Policy
- Supporting Students with Medical Needs

Action Plan as below

Accessibility Policy and Action Plan/ S&F / June 2024

Education & related activities

Action Point	Action / recommendation required	Staff involved	Resources / budget implications	Timescale	Monitored By	Comments
1) To support the emotional and healthy well being of pupils with disabilities	<ul style="list-style-type: none"> To reassess the school's anti-bullying policy to ensure it is effective for pupils with disabilities Use TA support as and when required Use SENCO, Asperger & Inclusion support Liaise with health agencies and LA advisory staff To support pupils with disabilities, particularly on transition from primary to secondary and from secondary to college To have regular contact with parents when required To review pupils' progress regularly Staff mental health training awareness Raise awareness at HOD meeting Access to School Counsellor 	<p>Assistant Head, SENCO, Head of Base, Inclusion Manager, Yr. Heads, Form Tutors, Teachers, Teaching Assistants, Pastoral Support</p> <p>14-19 & G & T coordinator</p> <p>School counsellor</p>	Staff time when required	Ongoing throughout the year		<p>Anti Bullying Policy reviewed & adopted February 2024 includes disability</p> <p>Mental Health & Wellbeing Policy reviewed & updated Dec 2023</p> <p>Supporting Children with medical Needs</p>

						<p>Policy Nov 2020</p> <p>Staff mental health awareness training all staff</p> <p>ELSA training – Learning Support staff</p> <p>Since last review (April 2021)we now have:</p> <p>13 Youth Mental Health 1st Aiders</p> <p>3 Adult Mental Health Workers</p> <p>5 ELSA's</p>
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						<p>SEN & Base meet the parents coffee mornings</p> <p>School counsellor in post</p> <p>Subscription to Educare – on line learning platform including many awareness courses accessible by all staff & Governors</p>
<p>2) To ensure pupils with disabilities have support with their learning</p>	<ul style="list-style-type: none"> • TA input as required • ICT resources – use of laptops • Withdrawal teaching • In class intervention with identified pupils in English and maths. 	<p>SENCO, TAs</p> <p>Base & Inclusion staff</p>	<p>Staff time</p> <p>Differentiated SEN materials from SEN</p>	<p>Short term then ongoing throughout the</p>		<p>Programme to introduce visualizer technology in classrooms</p>

			budget. Additional support staff time – budget implication	year		Audio Visual installed in Sports Hall
3) To ensure lessons provide opportunities for all pupils to achieve and barriers to learning have been identified with reasonable adjustments being made.	<ul style="list-style-type: none"> • Show disabled people in a 'positive light' within the school curriculum • To continue with PHSE initiatives to raise awareness of disability issues • Ensure reasonable adjustment made in all curriculum areas 	Subject Leaders consultation with Occupational Therapist and Physiotherapist.	Purchase of teaching materials e.g. books / films, musical equipment, Curricular equipment, to be bought from learning area budgets. Changes to physical environment to be funded by DFC	Ongoing throughout the year Physical changes to building as and when practical		Audit PSHE to ensure delivery covers all protected categories – new Assistant Head with responsibility for PSHE to review

<p>4) To set suitable learning challenges for all pupils including those with disabilities</p>	<ul style="list-style-type: none"> • To set challenging but attainable targets for all pupils • Targets to be reviewed regularly • To monitor the pupils via progress data, exam data, teacher information 	<p>Teaching staff Exams and Assessment Officer TAs</p>	<p>Staff time</p>	<p>Ongoing throughout the year</p>		<p>Disability Tsar (possibly Senco) to report on progress</p>
<p>5) To ensure a differentiated curriculum is in place for pupils with learning difficulties.</p>	<ul style="list-style-type: none"> • To have a specific options 'pathway' set up for pupils with learning difficulties in KS4 • To teach 'alternative courses' to GCSE in KS4 • To support pupils with disabilities if they choose college placements • To ensure that TAs receive training e.g. dyslexia and autistic spectrum disorders 	<p>SENCO, Head of Asperger, 14-19 Co-coordinator,</p>	<p>Timetable, staff time, resources for teaching new courses, differentiated materials</p>	<p>Ongoing throughout the year</p>		<p>Proactive relationship with Reading College to identify students who would benefit from their offer</p> <p>Basic level 1,2,3 Pathway in place</p> <p>Accelerated Learning Co-coordinator (G & T) appointed</p>

						TA contracts in place to allow participation in INSET Day training
6) To ensure that teachers differentiate effectively for all pupils' needs in lessons.	<ul style="list-style-type: none"> Teachers to be made aware that they may need to provide additional time for pupils with disabilities to complete work and for exams and tests. Reasonable adjustments made to practical activities and/or use of TA support. Support to remove 'barriers to learning'. Consider methods of assessment for pupils with disabilities – e.g. use of reader, scribe etc, alternatives to audio 	SENCO, Head of Asperger's Base, Teachers, TAs	Staff time Differentiated materials for assessment	Ongoing throughout the year.		
7) To ensure effective access to ICT equipment for pupils with disabilities	<ul style="list-style-type: none"> To provide additional software / equipment e.g. voice recognition, tracker balls etc. To purchase equipment for pupils with visual impairment To give pupils with disabilities access to ICT equipment to use in class 	SENCO, Network Manager, advice from outside agencies.	Purchase of equipment for use with Special Needs budget, ICT budget, possible individual	Long term.		Bank of laptops in place for student use

	<p>when they have difficulties with writing/exams</p> <ul style="list-style-type: none"> • Adapt systems to cater for pupil's individual needs in ICT • Develop the VLE in such a way that it allows people with different needs accessibility 		student funding available from LA.			
8) To ensure reasonable access on school trips for pupils with disabilities	<ul style="list-style-type: none"> • To complete full risk assessments of all school trips including risk assessments of pupils with disabilities so that reasonable adjustments can be made. • Some TA support provided for the school trip if required. • Check that the proposed venue has the appropriate disabled facilities. 	SENCO, Head of Asperger's Base, EVC, TAs, party leaders	Budget implications for additional TA time	Ongoing throughout the year.		Use of school trip monitoring system EVOLVE providing protocol
9) To raise staff awareness of issues surrounding all disabilities (as included under the definition of a disability in the DDA).	<ul style="list-style-type: none"> • Staff training re. the DDA to raise awareness of implications • Ongoing staff training re. differentiation and removing barriers to learning • Dyslexia training with training on EBD and autistic spectrum disorders. 	SENCO, Head of Asperger's Base, Head of CPD	Staff time, External training costs	Ongoing throughout the year.		Specific briefing on individual student needs

Physical Environment

Action Point	Action / recommendation required	Staff involved	Resources / budget implications	Timescale	Monitored by	Comment
1) Provide ramped wheelchair access	Ramps required to: <ul style="list-style-type: none"> exit by Asperger's unit 	SBM, Site Controller			Sites & Finance	Full accessibility in place from/to BMW Centre
2) Fire and emergency evacuation procedures	<ul style="list-style-type: none"> Need to regularly review the escape strategy, management controls and staff training needed as appropriate. Evacuation plans (PEEPs) need to include visitors with disabilities; including those using wheelchairs, those who are ambulant and those who are 	Head Teacher, Health & Safety Officer(SBM), SENCO, Head of Asperger	Possible cost of training.	Short term then ongoing throughout the year.	Sites & Finance	1 PEEP in place

	sight /hearing impaired. <ul style="list-style-type: none"> • PEEPs need to be reviewed regularly. 					
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Provision of information

Action Point	Action / recommendation required	Staff involved	Resources / budget implications	Timescale	Monitored By	Comments
1)To ensure we have an understanding of accessibility requirements in our school community	<ul style="list-style-type: none"> • Parental/Carers survey/update data form on Progresso 	Office Manager & administrative staff	Time, photocopying & postage	New Intake, Autumn Term to address Yr7 and ongoing for in-year applicants	SBM	Reading BC Website accessible, inclusive and user friendly –
2) To ensure that written information provided to all pupils is accessible to those pupils with disabilities.	<ul style="list-style-type: none"> • Standard information for pupils might include; homework, time-tables, worksheets. • Easy language or taped information (on request) for pupils with 	SENCO, Head of Asperger's Base, TAs, admin staff	Budget implications re photocopying resources and audio tapes.	Short term then ongoing throughout the year.		

	<p>learning difficulties.</p> <ul style="list-style-type: none"> • Pictures or symbols for pupils with communication difficulties. • Enlarged print. • Need to discuss, and gain advice on, all requirements with parents 					
3) To ensure that written information presented to groups is in a user friendly way.	<ul style="list-style-type: none"> • Some pupils may need information to be read aloud etc. 	All teaching and support staff.	Time implications	Short term then ongoing throughout the year.		
4) ICT facilities to produce written information in different formats.	<ul style="list-style-type: none"> • To have access to laptops / ICT facilities for all curriculum support staff. 	SENCO, Head of Asperger's Base, TAs, Network manager	Possibly looking at increasing the number of laptops available to TAs	Long term then ongoing throughout the year.		School website – Google translate

4) To ensure that staff are familiar with technology to assist pupils with disabilities.	<ul style="list-style-type: none"> • Ensure staff has received training re communication aids. • All staff are encouraged to attend ICT training provided by the school. 	SENCO, Head of Asperger's Base, TAs, and teaching staff	Time implications and cost implications of providing ICT training.	ongoing throughout the year.		
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