



OAKLANDS CATHOLIC SCHOOL **AND** **SIXTH FORM COLLEGE**

With delegated responsibility from the
Edith Stein Catholic Academy Trust

Accessibility Plan

APPROVED BY LOCAL GOVERNING BODY	January 2024
SCRUTINISED BY SENIOR LEADERSHIP TEAM	January 2024
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MEMBER OF STAFF RESPONSIBLE	DHT (Curriculum)/ SBM
STATUTORY / NON-STATUTORY	STATUTORY



Community

Unity



Opportunity

Policy Amendments		
Version Date	Section / Page	Amendments
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“So, whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets. Matthew 7:12

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Within our school, we aim to encompass equality and inclusion as an integral part of our core principles and values. We prioritise fostering an inclusive community where every individual, regardless of background or abilities, feels valued and supported. Stemming from our Catholic beliefs, we emphasise dignity, respect, and the recognition of each person's inherent worth. Our curriculum actively embraces diversity, cultivating an understanding of different perspectives and cultures.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

As a school we also work closely with other schools in the Edith Stein Catholic Academy trust/partnership, the Catholic Diocese of Portsmouth and the Havant Federation of Schools to ensure we do all we can to support those in our local community.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and Guidance

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 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as a year or more and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 		<ul style="list-style-type: none"> • To guarantee equal access for all students with disabilities. • To narrow the gap for students with disabilities, aiming for academic performance equal to or better than their peers. • To provide relevant training to staff to aid them in better supporting students with additional needs. 	<ul style="list-style-type: none"> • Adaptation of all materials and resources to ensure they are differentiated for differing student needs. • Ongoing communication between subject teachers/HODS and SENDCO to address any issues that staff may be facing and to produce action plans accordingly for those students with additional needs. • Inset training tailored towards supporting students with disabilities and how to provide them further support, 	<ul style="list-style-type: none"> • Subject Teachers • SENDCO • SLT 	<ul style="list-style-type: none"> • On-Going • On-Going • On-Going 	<ul style="list-style-type: none"> • Students with a disability can readily access all educational materials.

AIM	CURRENT PRACTICE	GOOD OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>Although the Oaklands Catholic School site is very complex with 10 buildings of varying ages and building make-up, we have aimed to ensure the environment is adapted to the needs of pupils as best as we can. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> • To continually address the requirements of Students, Parents and visitors with disabilities when they visit the school site. • To continually address the requirements of Students, Parents and visitors with visual impairments when they visit the school site. 	<ul style="list-style-type: none"> • Where any major capital works projects are undertaken or planned, a consideration for increasing the school's accessibility to those with disabilities is to be considered. 	<ul style="list-style-type: none"> • SBM/DBF 	<ul style="list-style-type: none"> • On-Going 	<ul style="list-style-type: none"> • All visitors and students can navigate around the school site safely.
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage/External signage • Large print resources • Pictorial or symbolic representations 	<ul style="list-style-type: none"> • To Address the requirements of students and visitors with visual and hearing impairments. 	<ul style="list-style-type: none"> • To ensure there is regular maintenance and signage across the school site. 	<ul style="list-style-type: none"> • SBM/DBF 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • For all pupils and visitors to be able to navigate their way around the site • For all pupils and visitors to be able to hear presentations clearly

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by SLT and the Local Governing Body.

It will be approved by SLT and the Local Governing Body.

Links With Other Policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy