



NOTRE DAME HIGH SCHOOL

Accessibility Plan (2021-24)

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Improving awareness of Equality and Inclusion.
- Improving 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.
- Increasing access to the curriculum for pupils with a 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; (If a school fails to do this they are in breach of the Equality Act 2010). 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.
- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school. We recognise the need to provide adequate resources for implementing plans and will regularly review them.
- The opinions of students with disabilities and those of their parents have been sought in developing this Accessibility Plan.

1) Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long-term effect on their 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 are included. Medical conditions such as 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.

If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

1.1) The purpose and direction of the School’s plan: vision and values

NOTRE DAME HIGH SCHOOL - MISSION STATEMENT

**“If you have love for one another, then everyone will know that you are my disciples”
(John 13:35 G.N.B.)**

Our School community believes that

- Each person is created by God to live with Him forever.
- Everyone is unique and of equal value regardless of academic ability, class, creed, gender, race or wealth.
- All persons are formed, sustained and strengthened by the quality of relationships with others

2) As a practical outworking of our mission statement, we aim to

2.1 build a caring community.

To achieve this aim, the school will:

- actively promote good relationships based on mutual respect;
- recognise and celebrate all types of achievement and endeavour;
- ensure that all our students experience care, order and discipline;
- strive to meet the needs of all new members of the school community.

2.2 enable all members of the school community to realise their potential.

To achieve this aim, the school will:

- develop a well-resourced, broad and balanced curriculum to meet the needs of all students;
- promote excellence in all aspects of school life;
- invest in the training and development of staff.

3) The 4 strands of the School Accessibility Plan are outlined below:

Improved awareness of Equality and Inclusion

| Target | Strategy | Outcome | Timeframe |
|---|--|--------------------------|-----------|
| Our adherence to the Equality Duty to be continued to be reported annually to full governors. | Clerk to governors to include ‘equality report’ as annual agenda item. | Adherence to legislation | Ongoing |

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| <p>Implementation of the SEND Code of Practice and improve upon our provision.</p> | <ul style="list-style-type: none"> • Adhering to the statutory review process of 3 reviews per year for Ks and EHCPs. • Implementing provisions in EHCPs. • Having a person-centred approach. • Identifying and monitoring students with SEND. • Being up to date with the latest training and advice on provisions and interventions. | <p>Students are fully supported in school and their learning needs are met.</p> | <p>Ongoing</p> |
| <p>All students with EHCPs to have the provisions outlined in their plans.</p> | <p>SENCO to identify provisions outlined in plans. To then draw up lists and a timetable of interventions. Then train up staff and create time to implement to the interventions. Then monitor and measure progress of these provisions.</p> <p>Also, to conduct learning walks observing the provisions outlined in support forms in the classroom.</p> | <p>Students with EHCPs have the legal provisions outlined in their plans so that they can make progress and are prepared for adulthood.</p> | <p>Ongoing.</p> |
| <p>To achieve status of a trauma informed school</p> | <p>To identify staff to be the lead practitioners and SMT lead, attend the relevant training</p> | <p>Trauma-Informed Schools Help Children Inside and Outside of School.</p> | <p>2024</p> |

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| | sessions, roll out school-wide training sessions, change policy to meet the requirements of being trauma informed, ongoing staff training and development. | The result of living in that environment changes a person's perception of safety and threat, the ability to self-soothe and self-regulate, and most important for schools, the ability to learn. | |
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Increase access to the curriculum for pupils with a 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

| Target | Strategy | Outcome | Timeframe |
|---|--|---|-----------|
| Continue training for teachers and support staff on different aspects of SEND including differentiation when required as part of the SEND Code of Practice. | Support through staff INSET, lesson observation and performance management cycle. | Work differentiated according to pupil need. | Ongoing |
| To implement the Birmingham. | The toolkit will be used in KS3 maths and English lessons. A cohort of students will be identified who are working below national curriculum levels. | so that students working below national curriculum levels can have their ability measured more accurately. This will enable them to make more efficient progress. | 2023 |

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| Ongoing scrutiny of performance of groups of students (including those with SEND) to ensure that the curriculum is enabling them to make the same progress as students without SEND. | Focussed learning walks on SEND pupils. Book scrutiny of SEND pupils across school. Lesson obs focussed on SEND pupils. | All groups of pupils make similar progress. | Ongoing |
| Continue to apply for access arrangements for external exams as appropriate. | SENco will ensure that appropriate access arrangements are provided for students in lessons and applied for in external exams. | All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed. | Ongoing |

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

| Target | Strategy | Outcome | Timeframe |
|--|---|---|-----------|
| All teachers to use appropriate materials in lessons that enable those with disabilities to fully access the curriculum. | Staff training in improving accessibility of learning materials. | Barriers to learning associated with the delivery of written information are removed. | Ongoing |
| Use of Show My Homework to provide better, more detailed and more reliable information to students and parents. | Whole staff training. Trial Show My Homework with Y9. Evaluate trial prior and make a decision re whole school use. | Barriers associated with recording HWK are removed for all students. | 2014-15 |
| Creation of 'House Style' for powerpoints and use of projectors for students. Guidance to staff on most appropriate format. | Training to whole staff | Students better able to access written materials that are used in whole class teaching. | 2014-15 |