



NOTRE DAME HIGH SCHOOL

Accessibility Plan (2025–28)

Policy Metadata

- **Plan Period:** 1 Sept 2025 – 31 Aug 2028
- **Owner:** SENDCo (with Premises Lead for Strand 3)
- **Approved by:** Governing Body
- **Review:** Annually each July

Introduction

The Equality Act 2010 requires schools to plan for accessibility for disabled pupils. This plan is prepared in accordance with **Schedule 10 of the Equality Act 2010** and sets out how Notre Dame High School will:

1. Increase access to the curriculum for pupils with a disability, ensuring they are equally prepared for life as their peers. This includes teaching and learning, participation in after-school clubs, cultural activities, and school visits, as well as the provision of specialist aids and equipment.
2. Improve access to the physical environment of the school, including specialist facilities and physical aids to support access to education.
3. Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities, for example handouts, timetables, and textbooks, in accessible formats.
4. Promote awareness of equality and inclusion, embedding a culture where all members of the community are respected and supported.

In developing this plan, the opinions of students with disabilities and their parents have been sought, and their views inform our priorities. We also recognise the need to provide adequate resources for implementation and will regularly review progress.

Definition of Disability

The definition of disability under the Equality Act is broad:

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.

This includes people with hearing or visual impairments, cerebral palsy, muscular dystrophy, ADHD, autism, Down's syndrome, hydrocephalus, and mental health conditions. It also includes those with medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia, and HIV. Facial disfigurement, severe dyslexia, gross obesity, and diagnosed eating disorders are also recognised.

Importantly, if a person has been disabled in the past (for example, a cancer recoveree or someone with a history of mental illness), they remain covered by the legislation for life.

Our School Vision

This plan is rooted in our **SEND Vision and Information Report**, which affirm that every student is **unique, valued, and capable of success**. Inspired by St Julie's words — *"Teach them what they need to know for life"* — our vision is to provide a nurturing and inclusive environment where every learner can thrive academically, socially, emotionally, and spiritually.

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.

Focus of the Accessibility Plan

Our Accessibility Plan is structured around four key strands:

1. **Improved awareness of equality and inclusion** – fostering mutual respect, celebrating achievement, ensuring care and discipline, and meeting the needs of all new members of our community.
2. **Increasing access to the curriculum** – ensuring a broad and balanced curriculum that is ambitious and accessible for all.
3. **Improving access to the physical environment** – maintaining and enhancing facilities so that all students can participate fully in school life.
4. **Improving the delivery of written information** – ensuring communication is clear, accessible, and inclusive for students, staff, parents, and visitors.

To achieve these aims, 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.

Strand 1: Improved Awareness of Equality and Inclusion

Target	Strategy	Outcome	Timeframe
Continue annual Equality Duty reporting	Clerk to governors includes "equality report" as standing agenda item	Full compliance with Equality Act	2025 launch, ongoing
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
Implementation of the SEND Code of Practice and improve upon our provision.	<p>Adhering to the statutory review process of 3 reviews per year for Ks and EHCPs. Implementing provisions in EHCPs.</p> <p>Having a person-centered approach.</p> <p>Identifying and monitoring students with SEND.</p> <p>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.	Ongoing
Embed the SEND Vision and Notre Dame Hallmarks	Staff training on SEND Vision; reference in policies and CPD	Shared understanding and culture of inclusion	2025 launch, ongoing
Maintain person-centred, trauma-informed practice	Train identified leads; roll out TISUK/relational practice CPD to all staff	Whole-school trauma-informed, relational culture	By 2026
Implement SEND 5-a-Day (EEF)	Staff CPD and lesson observations	Consistent classroom practice across all subjects	Annual cycle
All students with EHCPs to have the provisions outlined in their plans.	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.	Students with EHCPs have the legal provisions outlined in their plans so that they can make progress and are prepared for adulthood.	Ongoing.

Target	Strategy	Outcome	Timeframe
	Also, to conduct learning walks observing the provisions outlined in support forms in the classroom.		

Strand 2: Increasing Access to the Curriculum

Target	Strategy	Outcome	Timeframe
Embed Quality First Teaching Toolkit (QFTT)	Observations, CPD, performance management	Core 10 strategies in every lesson	2025–28
Structured intervention offer (Wave 2)	Social Stories, regular check-ins, Emotional Literacy and Mighty Minds groups and STEP Programme delivered in The Ark	Targeted needs met with measurable progress	Ongoing
Effective LSA deployment	STEP Programme (Support – Teach – Empower – Progress) – targeted and strategic deployment using the EEF guidance	Independence promoted, not dependency	2025 launch, ongoing
Ensure equitable outcomes for SEND pupils	Data tracking, reviews, pupil/parent voice	Reduced gaps in progress, attainment & attendance	Termly reviews
Access arrangements for exams	JCQ-compliant testing and trialling in lessons	Students not disadvantaged in assessments	Annual cycle

Example Measures: lessons observed with Core 10 strategies evident; evidence of positive outcomes from intervention data, positive student voice for SEND reviews.

Strand 3: Improving Access to the Physical Environment

Target	Strategy	Outcome	Timeframe
Annual accessibility audit	Premises, signage, classroom layouts, sensory spaces	Barriers identified and reduced	Annual

Target	Strategy	Outcome	Timeframe
Enhance sensory-friendly spaces	Develop The Ark and The Lodge for regulation & nurture	Students have safe, calm spaces	By 2026
Maintain accessible facilities	Ramps, toilets, lifts, hearing/visual aids maintained and improved	Physical barriers minimised	Ongoing

Example Measures: Number of accessibility adjustments completed annually; annual audit actions signed off by Premises Lead, the pathway behind music has been tarmacked, The Ark is open at lunch time for a low sensory environment, various passes including leave lesson early passes to avoid busy corridors granted.

Strand 4: Improving Delivery of Written Information

Target	Strategy	Outcome	Timeframe
Accessible classroom resources	Staff use overlays, coloured paper, large print, bilingual resources	Students can access learning equitably	Ongoing
Digital accessibility	Ensure Bromcom, MCAS, and website meet WCAG 2.2 standards. Continue use of Satchel 1.	Families access information inclusively	Annual review
House style for presentations	Training and templates for PowerPoints and resources	Consistent, accessible visuals across school	By 2026
Alternative formats	Provide translations, audio, or simplified versions when needed	Parents and pupils better engaged with communication	Ongoing

Monitoring and Review

- The Accessibility Plan will be reviewed annually by the SENDCo and reported to Governors.
- Student, parent, and staff feedback will inform updates.
- Progress will be measured against outcomes in the SEND Development Plan, Information Report, and statutory duties.
- **Availability:** This Accessibility Plan is available on the school website and from reception on request.
- **Complaints:** Concerns about accessibility may be raised through the school Complaints Policy.