



Notre Dame High School

Sharing the love and goodness of God with everyone

Accessibility Plan 2025-2028

Policy Name	Accessibility Plan
Status	Live
Policy Author	Miss C. Bonser (SENCO), Mr A. Marsden (Inclusion Leader)
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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:

- 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.
- Improve access to the physical environment of the school, including specialist facilities and physical aids to support access to education.
- Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities, for example handouts, timetables and textbooks, in accessible formats.
- 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.

Notre Dame High School recognises its duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils, staff and visitors. Where a disabled person would otherwise be placed at a substantial disadvantage, the school will take reasonable steps to remove or minimise that disadvantage and will allocate appropriate resources to support accessibility, inclusion and participation. The duty is anticipatory: the school plans ahead for the needs of disabled pupils who may join the school, rather than waiting for a disadvantage to arise.

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 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.

Importantly, if a person has been disabled in the past, they remain covered by the legislation for life.

This plan should be read in conjunction with the Equality Act 2010, the SEND Code of Practice (2015), Part 3 of the Children and Families Act 2014, the school's SEND Policy 2026–27, SEND Information Report (September 2026), Equality Objectives, Supporting Pupils with Medical Conditions Policy and Complaints Policy.

Legislative and Guidance Context – September 2026 Update

This annual review confirms that the plan continues to meet the school's statutory duties. The following developments since the plan was adopted have been taken into account:

- Keeping Children Safe in Education (September 2026) identifies children with SEND, children with medical conditions including allergies, and young carers as groups who may face additional barriers, and requires safeguarding practice to take account of these. The SENCO and Designated Safeguarding Lead work together on this.
- Statutory guidance on allergy safety in schools (2026) informs the medical needs actions in Strand 1 and the training expectations for staff.

- The Ofsted Education Inspection Framework and School Inspection Toolkit (November 2025) evaluate Inclusion as a separate area; this plan provides part of the evidence base for that judgement.
- The Schools White Paper, Every Child Achieving and Thriving (February 2026), proposes National Inclusion Standards, a four-level model of support and digital Individual Support Plans. These are not yet law and do not change the duties in this plan; the school is preparing for them through whole-staff SEND and inclusion training from September 2026.
- The Department for Education has signalled new practical guidance on reasonable adjustments in schools. This plan will be checked against it when published.
- The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 and the Web Content Accessibility Guidelines 2.2 underpin the digital accessibility actions in Strand 4, including the Website Accessibility Statement.

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.
2. Increasing access to the curriculum.
3. Improving access to the physical environment.
4. Improving the delivery of written information.

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.

In doing so, the school will have due regard to the Public Sector Equality Duty by eliminating discrimination, advancing equality of opportunity and fostering good relations between those who share a protected characteristic and those who do not.

Strand 1: Improved Awareness of Equality and Inclusion

Target	Strategy	Outcome	Timeframe
Continue annual Equality Duty reporting to governors	Clerk to governors includes the equality report as a standing annual agenda item for the full Local Academy Committee	Full compliance with the Equality Act 2010 and Public Sector Equality Duty	Annual, ongoing
Implementation of the SEND Code of	Adhering to the statutory review process of three reviews per year	Students are fully supported in school and	Ongoing

Target	Strategy	Outcome	Timeframe
Practice and improve upon our provision	for K Plans and EHCPs. Implementing provisions in EHCPs. Having a person-centred approach. Identifying and monitoring students with SEND. Being up to date with training and advice on provisions and interventions.	their learning needs are met.	
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	2025–26 roll-out; embed 2026–27
Implement SEND 5-a-Day (Education Endowment Foundation)	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, train staff and monitor implementation	Students with EHCPs have the legal provisions outlined in their plans and are prepared for adulthood	Ongoing
Maintain staff awareness of equality legislation and reasonable adjustments	Annual CPD, induction training and governor updates; participation in the Department for Education-funded whole-staff SEND and inclusion training from September 2026	Staff understand and implement inclusive practice consistently	Annual
Promote the voice of students with SEND and disabilities	Student voice gathered through SEND reviews, surveys and support meetings	Students contribute to decisions affecting their education	Ongoing
Develop parental partnership in SEND provision	Parent forums, annual reviews and regular communication	Strong home–school partnerships supporting improved outcomes	Ongoing
Ensure effective support for students with medical needs, including allergies	Medical profiles, Individual Healthcare Plans, staff training (including adrenaline auto-injectors) and liaison with families and health professionals, in line with the 2026 allergy safety guidance	Students access education safely and confidently	Ongoing
Prepare for national SEND reform	Map current provision against the proposed four-level model; review planning documents for transfer to digital Individual Support Plans; monitor the Government’s response to the SEND consultation	School ready to implement legislative change without disruption to pupils	2026–27 onwards

Strand 2: Increasing Access to the Curriculum

Target	Strategy	Outcome	Timeframe
Embed Quality First Teaching Toolkit	Observations, CPD and performance management	Core 10 strategies in every lesson	2025–2028
Structured intervention offer (Wave 2)	Social Stories, regular check-ins, Emotional Literacy, 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) using Education Endowment Foundation guidance	Independence promoted, not dependency	Ongoing
Ensure equitable outcomes for SEND pupils	Data tracking, reviews, pupil and parent voice	Reduced gaps in progress, attainment and attendance	Termly reviews
Access arrangements for exams	JCQ-compliant testing and trialling in lessons so that arrangements reflect each pupil's normal way of working	Students not disadvantaged in assessments	Annual cycle
Promote Preparation for Adulthood for students with SEND	Annual reviews, careers education, independence opportunities and student voice	Students develop the knowledge, skills and confidence needed to thrive in adulthood	Ongoing
Ensure pupils with disabilities can participate fully in extracurricular and enrichment activities	Implement reasonable adjustments where required	Increased participation across school life	Ongoing
Develop inclusive educational visits, retreats and residential opportunities	Ensure risk assessments and reasonable adjustments support participation	Students with SEND access opportunities alongside peers	Ongoing
Increase the use of assistive technology to remove barriers to learning	Provide specialist software, reading tools, speech-to-text, Microsoft 365 accessibility features and technology according to need	Increased independence and curriculum access	Ongoing

Example Measures

- Lessons observed with Core 10 strategies evident.
- Evidence of positive outcomes from intervention data.
- Positive student voice through SEND reviews.
- Participation rates in clubs, retreats, educational visits and enrichment activities monitored for pupils with SEND.
- Preparation for Adulthood outcomes reviewed during annual reviews and transition planning.

Strand 3: Improving Access to the Physical Environment

Target	Strategy	Outcome	Timeframe
Annual accessibility audit	Premises, signage, classroom layouts and sensory spaces reviewed	Barriers identified and reduced	Annual
Enhance sensory-friendly spaces	Develop The Ark and The Lodge for regulation and nurture	Students have safe, calm spaces	2025–26; continue to develop 2026–27
Maintain accessible facilities	Ramps, toilets, lifts, hearing and visual aids maintained and improved	Physical barriers minimised	Ongoing
Ensure emergency evacuation arrangements remain accessible	Develop and review Personal Emergency Evacuation Plans where required	Safe evacuation procedures for pupils, staff and visitors	Annual review
Maintain sensory regulation provision	Continue development of The Ark and The Lodge through student feedback	Students have access to nurturing, low-sensory environments	Ongoing
Improve wayfinding around school	Review signage and visual supports	Students and visitors navigate the site confidently	By 2027
Ensure accessibility is considered in future premises developments	Accessibility included in refurbishment and site improvement plans	Future developments reduce barriers to access	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 lunchtime as a low-sensory environment.
- Leave-lesson-early passes available where appropriate.
- Personal Emergency Evacuation Plans reviewed annually where required.
- Accessibility considered within future refurbishment projects.

Strand 4: Improving Delivery of Written Information

Target	Strategy	Outcome	Timeframe
Accessible classroom resources	Staff use overlays, coloured paper, large print and bilingual resources	Students can access learning equitably	Ongoing
Digital accessibility	Ensure Bromcom, MCAS and the school website meet WCAG 2.2 standards and are reviewed regularly through the school's Website Accessibility Statement, in	Families access information inclusively	Annual review

Target	Strategy	Outcome	Timeframe
	line with the Public Sector Bodies Accessibility Regulations 2018. Continue use of Satchel and other digital platforms to promote inclusive communication.		
House style for presentations	Training and templates for PowerPoints and resources	Consistent accessible visuals across school	2025–26; embed 2026–27
Alternative formats	Provide translations, audio or simplified versions when needed	Parents and pupils better engaged with communication	Ongoing
Improve accessibility of SEND documentation	Ensure support plans and review documents are accessible and family friendly	Students and families understand support arrangements	Ongoing
Enhance communication with families who may experience barriers to engagement	Provide translated documents and alternative communication methods where required	Improved engagement and access to information	Ongoing
Develop accessibility of digital learning resources	Staff training on accessibility features within Microsoft 365 and digital learning platforms	More consistent accessible resources across the curriculum	2025–26; embed 2026–27

Monitoring and Review

- The Accessibility Plan will be reviewed annually by the SENCO and reported to Governors. This September 2026 review is the first annual review of the 2025–2028 plan.
- The Local Academy Committee will monitor progress against this plan and ensure adequate resources are available for implementation.
- Student, parent and staff feedback will inform updates.
- The effectiveness of the plan will be evaluated through accessibility audits, pupil outcomes, attendance data, participation data and stakeholder feedback.
- The school will monitor the participation, attendance, attainment, exclusion rates and destination outcomes of students with SEND and disabilities to identify areas for further development.
- Progress will be measured against outcomes in the SEND Development Plan, SEND Information Report, the Inclusion evaluation area of the Ofsted School Inspection Toolkit and statutory duties.
- An interim review will be undertaken if legislation or statutory guidance changes materially during the life of the plan, including publication of the Department for Education’s reasonable adjustments guidance or SEND reform legislation.

Availability: This Accessibility Plan is published on the school website and is available from reception on request, in alternative formats where needed.

Complaints: Concerns about accessibility may be raised through the school Complaints Policy.