

Appendix D

ST WILFRIDS CATHOLIC HIGH SCHOOL

Accessibility Plan 2020-2022

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

“A person who has a physical or mental impairment that has a “substantial” and “long-time” negative effect on your ability to do normal daily activities”.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA “substantial” means “more than minor or trivial”. “Long term” means “has lasted or is likely to last more than 12 months.”

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Our planning addresses the following areas:

- **Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- **School Curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits
- **Support Services** – access to services within and external to the school to support families where disability is identified
- **Awareness** – building awareness of staff through training and development and heightening children’s awareness of issues related to disability
- **Communication of information** – how information is communicated within school and to wider audience and supporting access to communication for families with a pupil or parent identified as having a disability

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PHYSICAL FACILITIES	Process for identifying barriers
	<ul style="list-style-type: none"> • Action plan in response to Covid 19 • Action plan following a site inspection by relevant personnel (e.g. Site Manager, Governor) • On-going feedback from individual students / staff • Review of pupils needs by SENCo in liaison with SENART and Wakefield Inclusion Services • Review of individual Education, Health and Care Plans and Support Plans for pupils with SEN(D)
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Individual Risk Assessments and EHCP provision monitoring for each student with EHCP • Emergency Evacuation Plans and Risk Assessments written as and when required for individual students • SEN safe bases up and running for KS3 and KS4 to separate bubbles in response to C19 measures and restrictions • Relocation of SEN safe base for KS4 to Library • Disabled ramp access to Easby has been treated with non slip coating • Screen dividers for tables in Easby and Library to enable social distancing for small group work and interventions • Appropriate and adequate PPE for staff
	Objectives for improvement 2020 - 2022
<ul style="list-style-type: none"> • Ongoing renovations and refurbishment of safe bases • St. Wilfrid's are a responsive site and will put in place all feasible actions which are identified by individuals • SEND friendly signage will be updated • Staff training on Emergency First Aid at Work • Staff training on Health & Safety • Staff training on C19 infection control 	
Monitoring of plans	
<ul style="list-style-type: none"> • This plan will be monitored every half term through a site inspection by the site manager and governor 	

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SUPPORT SERVICES	Process for identifying barriers
	<ul style="list-style-type: none"> • Review of Education, Health and Care Plans or Support Plans for pupils with SEN(D) • Advice from external agencies • Requests and identified needs of pupils and parents through discussions, observations and feedback • Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services • Keeping up to date with personalised budget plans • Academy Councillor visits
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Catholic Care has provided 2 part time on site counsellors • School nurse completed training with all Learning Support Services on diabetes and supporting pupils to manage their diabetes • School nurse completed training with all staff on Epipen and Asthma and supporting pupils to manage their conditions • Educational Psychologists completed in school sessions to assess pupils and delivered bespoke training to LSAs • Communication and Interaction Service works with individuals and small groups of pupils • Learning Support Service assess and advise on individuals • School has employed own counsellor for well-being of pupils – completes individual and groups sessions with drop-ins • LSAs trained to reformat resources for Visually Impaired students • SEN support team trained to use Microsoft Teams to enable ‘remote’ support in response to C19 measures
	Objectives for improvement 2020-2022
<ul style="list-style-type: none"> • Extend collaboratively work within academy and feeder Primary schools by attending Year5 and Year 6 annual reviews and offer of additional transition visits for Year 6 • Review SEN register (min annually) to identify pupils with SEN(D) and provide appropriate support for students and parents • Further develop literacy & numeracy and social/emotional support offered to pupils through programs of intervention • Further develop LSA skillset with continued CPD delivered by SENCO and Educational Psychologist 	
Monitoring of plans	
This plan is to be monitored by the governing body, Inclusion staff and other relevant staff.	

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SCHOOL CURRICULUM	Process for identifying barriers
	<ul style="list-style-type: none"> • Monitoring of high quality teaching, learning support and impact on progress through learning walks, observations and through appraisal • Year 7 pupils to have base-line testing on reading, comprehension, writing and spelling for anyone entering school below expected expectations • Review of individual Education, Health and Care Plans and Support Plans for pupils with SEN(D) • Feedback and input from parents at consultation meetings and external agencies • Review of one page profiles and My Support Plans termly for pupils identified with SEN needs • Review of outcomes and strategies cited in Section F of EHCP documentation
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Laptops available in most departments and in Easby which pupils can use • Pathways system implemented to ensure pupils have access to appropriate level of curriculum – allows for personalised provision • Provisions of appropriate sensory processing aids for specific pupils following advice from external agencies • Liaison with individual pupils and parents regarding the personalised curriculum pathways available • Home-work clubs and after school for pupils with SEN(D) are provided and monitored for attendance – supported by HLTAs • Pupils with Visual Impairments have access to reformatted resources produced internally as well as externally sourced • Audit and review of intervention packages • Audit and review of curriculum offer • Pilot Entry Level Qualifications in Computing, English, History and Food Technology
	Objectives for improvement 2020-2022
	<ul style="list-style-type: none"> • Increase SEN(D) voice on school council and student voice groups • Modified Pathways and curriculum to remove barriers • Improve ICT facilities and resources to meet demand • Review curriculum offer in light of national and local practice / policy • Review the interventions provided for individuals and small group within each Key Stage

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	<ul style="list-style-type: none"> • All updated schemes of work will take into account the needs of all learners – including those with SEN(D) • All updated appraisal objectives take into account then needs of all learners - including those with SEN(D)
	Monitoring of plans
	This plan to be monitored by the curriculum and pastoral teams within school and any other relevant staff

AWARENESS	Process for identifying barriers
	<ul style="list-style-type: none"> • Observations of learning and pupil feedback • Feedback from pupils, parents, staff, external agencies and visitors • Curriculum and provision review
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Staff training on specific areas of SEN(D) • Assemblies focusing on specific areas of SEN(D) • Pupils' specific needs are highlighted to staff • All teaching staff have access to electronic files on the staff shared area and through SIMS for pupils with SEN needs • Distribution and update of various policies associated with SEN(D) • Pilot programme for SEN Ambassadors with SENDIASS and WESAIL
	Objectives for improvement 2020-2022
	<ul style="list-style-type: none"> • Continue to link assemblies and whole school events to World Days e.g. World Autism Day – • Update signs advertising where to access the right support • Review of OPP templates to alert staff to updates and priorities for pupils with SEN • Review waves of intervention in collaboration with colleagues responsible for achievement to maximise impact

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	<ul style="list-style-type: none"> • Ensure availability and accessibility of resources and equipment to support pupils with SEN with learning and organisation skills • Continue to raise awareness of SEN through weekly updates in staff bulletin • SENCO to host 'drop in' sessions for staff after school each week
	<p>Monitoring of plans</p>
	<p>This plan to be monitored by Inclusion team and other relevant staff</p>
<p>COMMUNICATION</p>	<p>Process for identifying barriers</p>
	<ul style="list-style-type: none"> • Feedback from pupils, parents and external agencies • Review of Education, Health and Care plans and Support Plans
	<p>Summary of progress to date in last three years</p>
	<ul style="list-style-type: none"> • Parents of SEN(D) pupils have direct contact details for SENCO and other key staff within the Inclusion department • Parents all have a log-on for Learning Gateway to access student information • Termly reports for all pupils • Weekly newsletter (electronic) to parents • Student Support Plans for anyone on the SEN Register developed • New system of parental meetings implemented – all pupils on SEN register to have a named link person • Launch of App and website • SIMS in touch and Microsoft Teams established
	<p>Objectives for improvement 2020-2022</p>
	<ul style="list-style-type: none"> • Continue to raise the profile of SEN(D) pupils on the school council and student voice groups • Raise awareness of additional support groups and extra curricular activities – including National Citizenship Service – for pupils with SEN(D)
	<p>Monitoring of plans</p>

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	This plan to be monitored by the Inclusion Team and any other relevant staff
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