



St Matthias School

Accessibility Plan

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1. Aims

As a school we treat all Children and their Parents, Staff and Visitors to site fairly and with respect, providing access and opportunities for all without discrimination of any kind.

Schools are required under the Equality Act 2010 to have an accessibility plan.

Disability is defined by the Disability Discrimination Act (1995) as

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

(Section 6:1)

The purpose of our plan therefore is to continue to improve all aspects of the physical environment of the school site and other resources so that all can take full advantage of the education and associated opportunities provided by the school.

2. 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.

3. Provision

In order for all to participate in the School Curriculum Pathways our School offers a range of facilities allowing for support of the four broad areas of Need: Cognition and Learning: Communication and Language: Social Emotional Mental Health and Physical/ Medical.

Physical environments are adapted- Disabled parking bays at the front of the school facilitate access; entrances which are suitable for wheelchair users; lift access provides access to upper floors; push button electric doors and refuge areas on stairwells to support PEEPS all work towards supporting independence.

All Learning environments are planned to offer inclusive, calming, low stimulation learning experiences.

In classrooms subject specific key words promoting Literacy are displayed in all lessons- sometimes with syllables and visual cues- supporting a range of Learners. Blinds provide visibility of screens and projected images placed to allow accessibility across the classroom.

As a school we have a **Deaf Base** offering provision for Deaf Students. BSL signing interpreters accompany children to lessons and are available before School and at Breaks. Interpreters are qualified to offer Access Arrangements for all lessons, internal assessments and GSCE examination support.

S10 Base offers provision for those children with complex Needs struggling with accessing mainstream curriculum for a combination of learning and SEMH Needs.

Specific Need:

Assessment and review of Student Learning and progress may be adapted so they can fully demonstrate their knowledge and skills.

Teaching Staff are fully aware of Need and adapt and make provision for individuals through attention to a range of strategies such as seating, resources, learning preferences, Teaching Assistant deployment and lesson content. Access Arrangements are accommodated as a Student's normal way of working.

Children are supported at the Key Stage transitions to take full advantage of their talents and the opportunities available to them.

For example, from Year 10 children receiving special educational provision will discuss their ambitions and next steps at review meetings.

All pupils with Education, Health and Care Plans will meet with an independent Careers advisor from Connexions in Year 9 to discuss their plans for transition to Post-16 education or training.

The Learning Support Team of Teaching Assistants includes staff trained to support children by:

- Providing in-class support for named pupils;
- Running individual or small group intervention sessions.
- Proving and running specific reading intervention through accelerated reader
- Supporting pupils with a hearing impairment through British Sign Language (BSL)

Our provision is enhanced by our on-site Counselling and Educational Psychologist, and a variety of outside support agencies:

Sensory Inclusion Service
Speech and Language Service
Outreach Services
CAMHS
School Nurse
Gem Centre

Where external advisors recommend the use of equipment or facilities which we do not have, we will explore opportunities to purchase or loan such equipment.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary (i.e. following a national policy change).

The plan will be reviewed by link Governor for SEND.

It will be approved by the Curriculum Committee and subsequently adopted by the Governing board every 3 years from the date of the last publication.

5. 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
- Safeguarding and Keeping Children Safe in Education

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

Appendix

Access Plan Part 1 Increasing access to the Curriculum.

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	To ensure that all learning environments are well adapted to suit the needs of the children	Support awareness of the diverse needs of the school community All learning environments have appropriate resources displayed and available for children to access independently	The appropriate and relevant resources are available to support every child's needs	Ongoing	The school vision and future planning reflects the needs of all stakeholders
Medium Term	CPD reflects the continued learning opportunities available through our curriculum	A wide range of adaptive resources to stimulate and develop Student skills Adapted learning environment Purchasing of resources as necessary	The curriculum is adapted and well accessed by all children Curriculum evaluated and reviewed to ensure equal access	Ongoing	Staff will devise and deliver a curriculum that prepares children for Adulthood
Long Term	All staff to be fully aware of all differences and are confident in delivering the curriculum	Ongoing Continuing Professional Development	All children will be able to fully access the curriculum	Ongoing	Appropriate staff will receive relevant training to support their role

Access Plan – Part 2
Improving Accessing to the Physical Environment

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	To provide an environment which is easily accessible to all children Improve access to information for all children and adults	For all Staff to ensure appropriate equipment to access learning	All pupils are able to access equipment to access learning which is clearly and easily identified. All pupils and adults will have access to information. Parents will have information available to them in their home language as necessary	Ongoing	Pupils and the wider public with physical, sensory, or learning need will be able to access all information
Medium Term	To provide a safe and secure environment for SEND and Deaf children	Identify and rectify defects which may cause health and safety hazards	All children will be able to access a secure environment free from harm	Ongoing	Communal areas will be safe, secure and stimulating for all children
Long Term	To provide a safe learning environment for all pupils	To maintain the structure and maintenance of all areas taking into consideration the needs of physical difficulties and sensory impairments.	Pupils will have access to a safe environment where they are able to learn and socialise	Ongoing	Learning and communal areas will be safe and stimulate children holistic progress

**Access Plan Part 3
Improving Communication**

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	Children with identified needs have access to the full curriculum	Inclusive techniques are used in classroom- use of 'everyone' to ensure all children realise information is for them Language is concise, simple and literal. There is use of visual cues to support spoken language Information is read to individuals where necessary. Accessibility options on devices may be used Access to specialist language support for English as an Additional Language pupils. BSL Interpreters are available in lessons. Access Arrangements are available to identified Learners as their normal way of working	All children have access to the full curriculum and the Accelerated Reader Programme and a wide range of reading resources	Ongoing	A wide range of reading materials and resources are available for all children and parents
Medium Term	To extend the communication to the wider community in a range of formats	Large print letters sent out as necessary Multi language information available through the use of specific software or live interpreter	Adult stakeholders have equal access to information	Ongoing	Adapted as necessary
Long Term	To improve range and scope of resource literature in the Accelerated Reader Programme	Increase the number of reading books in different formats – talking books, large print and dual languages	Each Student has the means of a secure use of resources to have access to the full curriculum The ethos of equality is embedded in the school culture	Ongoing	Adapted as necessary