



Accessibility Plan 2021/22

Aspire not to have more but to be more

Archbishop Oscar Romero

+ Honourable Purpose + Respect + Compassion + Cooperation +
Stewardship +

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Accessibility Plan

Recognising Common Learning Difficulties and Strategies to Support Students in College

1. Introduction

This plan has been drawn together in consultation with stake holders and based on current provision and developments around the College.

We are committed to providing all students with a fully accessible environment which meets the needs of all students, staff and other stake holders but also develops the 'whole child' by instilling British Christian values.

2. Christian Ethos

All Hallows has developed a clear and consistent approach to Inclusion that encompasses our Christian Ethos.

We practice

- a strong ethos based on Christian values and respect for the individual wrapped in our core values.
- An emphasis on the whole student in a holistic Catholic education.
- Teaching and learning strategies that reflect outstanding practice.

All Hallows Catholic College seeks to ensure that all students are equally valued, treated with equal importance and given equal opportunities to be successful. Every student is entitled to a full and balanced curriculum. However programmes of study may be modified to allow all students to access the curriculum at their level. It is intended that all students should be able to learn in a safe and reassuring environment, despite any difficulties they may have with the learning process. The whole staff, advised and supported by the SENDCo, Key Stage Managers and Year Learning Leaders, shares the responsibility for the needs of student with learning difficulties.

Parents are asked to contact the College with any enquiries so that any adjustments can be carefully considered, and where applicable, implemented.

3. Objectives

This Accessibility Plan details our aims to:

- Improve access to the physical environment of the school, adding specialist facilities where possible. This includes ensuring that all new buildings and existing buildings have optimum accessibility for all, given existing physical conditions and additions will be fully compliant with accessibility requirements.
 - Ensure that all students can access the curriculum regardless of their learning need or disability
 - Continuously develop teaching pedagogy to ensure Quality First Education
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4. Identification and Assessment of Special Educational Needs and Disability

Included within this accessibility plan are:

- Details of alternative provision that some students may need to access when their learning needs are additional to or different from that which Quality First Teaching would largely support
- Details regarding exam access and alternative exam provision
- Plans for the development of the building site to allow equality of access
- The timetable for the continued professional development of staff to allow for Quality First Teaching

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010: The Act defines disability as when a person has a "physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect."

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

All Hallows Catholic College also considers other legislation in all decision making processes e.g. the Children and Families Act 2014 , the Education Act 2011 (with particular reference to the Education Act 2011 Equalities Impact Assessment) and this policy will be updated when new legislation is passed to account for any further duties / requirements of the School.

For detailed reference to specific areas of SEND please access

- The College Learning Support/SEND Policy
- The SEND Information report

Both are available on the College website

4. Section One: Additional SEND/Withdrawn Support

Additional SEND/ Learning Support Provision Map			
	KS3	KS4	KS5
Whole School	Reading intervention Spelling intervention (Units of Sound) Paired reading Basic maths skills Transition Support Small teaching groups – literacy subjects/ Science Break club Setting based on ability Information on needs shared with staff	Reading intervention Spelling intervention (Units of Sound) Small English and Maths GCSE groups (10/11) Language skills work Study skills work Careers interview Appropriate curriculum ie. BTECs Guided option choices Setting based on ability Dyslexic Friendly lessons	Proof reading Cornerstone support Information on needs shared with staff Dyslexic friendly lessons Exam access support Guided post 16 options

	Dyslexic Friendly lessons Access to in class support – as highlighted on teacher's seating plans	Information on needs shared with staff Access to in class support – as highlighted on teacher's seating plans Exam Access support	
Personalised Intervention, 1:1, small group actions	1:1 homework support 1:1/ 3 literacy interventions – specialist SEN teacher 1:1/3 basic maths skills – specialist SEN teacher Social skills Vysion Support during assessments Use of ICT for extended writing Access to HI support	Pupil Profile plans shared with all teachers Work placement Modified timetable Exam access support Interview with CEYSS Use of ICT for extended writing Access to HI support Vysion	Pupil Profile plans shared with all teachers 1:1 Meetings with key worker Exam access support Use of ICT for extended writing Access to HI support Modified curriculum and modified resources
Personalised learning	Specific in class support with TA Pupil Profile plans shared with all teachers Modified timetable Specialist 1:1 language support Modified curriculum and modified resources 1:1 Numicon 1:1 maths, time telling, money, number bonds 1:1- life skills. Teachings of days of the week, `he/she`, money, reading (phonetics), significance of yesterday, today, tomorrow	Specific in class support with TA Pupil Profile plans shared with all teachers Work placement Modified timetable Alternative Qualifications via JB in Specialist 1:1 language support 1:1 homework support 1:1/ 3 literacy interventions – specialist SEN teacher Social skills Modified curriculum and modified resources Reinforcement of key language	

Exam Access

All Hallows Catholic College follows the regulations and guidance set down by JCQ regarding making access to exams and ensuring reasonable adjustments.

These adjustments include:

- Reader and/ or scribe
- Additional time in the exam (25 or 50%)
- Rest Breaks
- Access to IT equipment
- Separate accommodation

In making such arrangements consideration must be given to:

- Is there a need and has that need been assessed?
- Has there been a history of prior need?
- Is the access arrangement appropriate for the student and in line with their needs?
- Will the access arrangement be beneficial to the student?

When making arrangements we must also ensure that the integrity of the qualification is maintained and that all students are given fair and equal consideration.

The relevant section of the JCQ documentation is highlighted below:

Access Arrangements

Access arrangements are agreed before an assessment. They allow candidates/learners with special educational needs, disabilities or temporary injuries to:

- access the assessment;
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired person who could read Braille.

A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- the needs of the disabled candidate/learner;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not "reasonable".

In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the candidate. There is no duty to make adjustments which the qualifications regulators have specified should not be made. As set out

in Chapter 2, page 9, (JCQ Documentation to schools) there is no duty to make adjustments to competence standards within vocational qualifications.

(See Chapter 3, pages 13-14 in JCQ Documentation to Schools for information on assessment objectives and section 1.6, page 6 and section 1.8, page 8 for the list of general qualifications covered by equality legislation in England, Wales and Northern Ireland).

The responsibility of an awarding body is principally one of making reasonable adjustments for a candidate defined as disabled within the meaning of the Equality Act 2010.

*References to legislation in Chapter 1 are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see section 1.8, page 8). The definitions and procedures in this document relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

The clear starting point in the statutory guidance is that disability means **'limitations going beyond the normal differences in ability which may exist among people'**.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. **(Study and education related activities are included in the meaning of 'day to day' activities.)**

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;
- inability to fill in a long, detailed, technical document, which is in the person's native language without assistance;
- inability to concentrate on a task requiring application over several hours.

6. Section Two: Access to College

Parts of the buildings of the school were built prior to current disability legislation; as such, our physical facilities for persons with disabilities are variable. We will however make every reasonable adjustment in order to accommodate the needs of applicants, pupils, parents/guardians, visitors and members of staff who have disabilities.

Dedicated disabled parking bays are located at the front of the College near main reception, with access available through the front double-doors for the front of school. Access to other parts of the College, including the College Assembly Hall can be reached via the side entrance next to the Technology classrooms. Anyone wanting to make use of this access would need to contact College as they are locked.

Access between each floor in the Clitheroe and Barlow blocks is by stairwell only.

There is access to a lift within the Fisher Building and the Romero Centre.

There is access to Disabled Toilet facilities within the Fisher building, on the top and bottom floor, in the John Paul II Sports Centre, and within the College Romero Centre near to reception.

Parents should contact the SENCo and Assistant Principal when planning a visit for their child, or for themselves to the College.

All current and future building work is in line with current building legislation for public buildings. Details can be accessed via Debbie Milne.

Making adjustments

The Equality Act states that Schools are not expected to change their premises. They are however expected to make long-term proactive plans for improving access to their buildings through their planning duties and this document should be read in conjunction with the School Development Plan and the Asset Management Plan.

All Hallows Catholic College will continue to make "reasonable adjustments" to ensure that disabled students, parents or visitors attending the school are not discriminated against.

What defines 'reasonable adjustments'?

In determining what is reasonable the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via a Statement of Educational Needs statement, or by provision paid for outside the school's resources
- Health and Safety requirements