



ACCESSIBILITY PLAN

Mount St Mary's Catholic High School Accessibility Plan

Adopted by Mount St Marys' Governing Body on 1 March 2022

Signed

A handwritten signature in black ink, appearing to read 'Claire E. P.', is written over a horizontal line.

Chair of Governors

Review date: 1 March 2025

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1. PRINCIPLES

1.1. We are committed to the inclusion of all students. Every individual is valued and their achievements celebrated.

1.2. We support the entitlement of all students to a broad and balanced curriculum.

1.3. Each student is helped to achieve their maximum potential by identifying and meeting their needs and by overcoming potential barriers to learning.

1.4. This plan sets out the proposals of how MSM will seek to increase access to education for students with special educational needs and disabilities in the three areas required by the planning duties in the Disability Discriminations Act, 2010 (DDA):

- increasing the extent to which these students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which these students can take advantage of education and associated services;
- improving the delivery to these students of information, which is provided in writing for students who are not disabled.

2. LEGISLATION

2.1. This Policy takes account of:

- Special Educational Needs Code of Practice 2015
- Children's and Families Act 2014
- The Special Educational Needs and Disability Act (SENDA) 2001
- Education Act 2002, Education Act 2011
- Education (Special Educational Needs Co-ordinators) (England) Regulations 2014
- The Equalities Act 2010
- Keeping Children Safe in Education, July 2015
- Working Together to Safeguard Children, March 2015
- Safe Working Practice Guide, July 2014

2.2. The Special Education Needs (SEN) and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- a) not to treat students with Special Educational Needs and Disabilities (SEND) less favourably for a reason related to their disability;

- b) to make reasonable adjustments for SEND students, so that they are not at a substantial disadvantage;
- c) to plan to increase access to education for SEND students.

3. ASSOCIATED POLICIES

3.1. This Policy should be read in conjunction with the following Policies:

- SEND
- MSM Admissions Policy
- Complaints
- Educational Visits
- Equality Policy (Students)
- Examinations Procedures
- First Aid
- Health and Safety
- Behaviour
- PSHCE
- SMSC
- Teaching and Learning

4. POLICY DEFINITIONS

4.1. Students have SEND if they have a learning difficulty, which calls for special educational provision to be made for them. Students have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of students of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for other students of the same age in schools within the area of the local education authority,

c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

4.1 Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

4.2 Special educational provision means:

4.3 For students of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in schools maintained by the Local Authority, other than special schools, in the area.

4.4 For children under two, educational provision of any kind. See Section 312, Education Act 1996

4.5 A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. See Chapter 1, Section 6, Equalities Act 2010

5 MSM CONTEXT

5.1 MSM is a secondary 11-16 Catholic High School with around 900 students delivering an outstanding Catholic education. It is located on Ellerby Road, Leeds, LS9 8LA.

5.2 Accessibility by public or private transport is by car (there is a carpark on site) or by buses.

5.3 One of the buildings has a lift; there are toilet facilities for disabled students and visitors. English, MFL, Humanities and Technology departments are located in the older building which has a lift. The main hall is also here as well as one of the Learning Zones (provision for EAL or SEND students).

6 ACCESS TO THE CURRICULUM

6.1 MSM will seek to increase the extent to which students can access the curriculum by:

6.1.1 Providing a thorough student induction process, linking closely with feeder schools and external services to support and accommodate the needs of students.

6.1.2 Ensure all staff adhere to the school's policy regarding personalisation within the classroom and the continued review of Individual Progress Plans.

6.1.3 Ensuring all students with SEND are appropriately accommodated during the completion of examination and assessments, for example, the provision of additional time, the provision of a scribe or a laptop etc.

6.1.4 Ensure enrichment activities are as inclusive as possible and plans for educational visits take into account individual student needs.

6.2 In order to make continuous improvements for students MSM will:

6.2.1 Monitor and review those areas of the curriculum which are normally difficult for SEND students to access and make all required reasonable adjustments, for example, issuing a lift key or re-rooming classes etc.

6.2.2 Scrutinise the data about SEND students after every Progress Check and the sharing of findings at Senior Leadership Team level, followed by implementation of intervention strategies (where appropriate).

6.2.3 Provide a suitable transition process to provisions outside MSM, for example, college, apprenticeship or other specialist SEND provision.

6.2.4 Ensure the Governing Body consider the progress and performance, finance and provision for students with SEND.

7 ACCESS TO PASTORAL SUPPORT

7.1 MSM will provide a bespoke pastoral structure for all students.

7.2 A Deputy Headteacher will be the Senior Lead for the Pastoral strand within school.

7.3 Students may work with a Learning Support Assistant (LSA) as necessary to provide 1-2-1 support and challenge both in relation to their personal and academic life.

7.4 MSM will ensure that students with a Statement/ Education Health and Care Plan (EHCP) receive the provision to which they are entitled and that all staff are aware of those students' needs.

7.5 In order to make continuous improvements for students MSM will:

7.5.1 Ensure all staff receive appropriate training and development to meet the needs of the students with whom they work, appropriate to their individual roles and responsibilities.

7.5.2 Provide quarterly reviews of performance data with specific reference to the performance outcomes of SEND students.

7.5.3 Ensure there are timely reviews of Individual student risk assessments and any issues are appropriately investigated in a timely manner

8 SITE ACCESSIBILITY

8.1 MSM has in place partial disabled access to one of the buildings. However, in the other buildings, there is not wheelchair access except on the ground floor.

8.2 Designated parking for Blue Badge Holders is available at the front of the school, in the car park.

8.3 Additionally there is sufficient washroom facilities throughout the site designed specifically for disabled individuals to access on the ground floor of the Maths/ Science building.

8.4 MSM will continue to take into account the needs of its students, staff and visitors when planning and undertaking future site developments, for example, improvements to access, facilities, lighting, acoustics and colour schemes.

8.5 In order to make continuous improvements for students, MSM will:

8.5.1 Conduct an annual review of incidents reported via the Facilities Manager regarding required site improvements, incidents and near misses, and also essential maintenance works.

8.5.2 Provide quarterly reviews to the Local Governing Body regarding Estates and Safety matters.

8.5.3 Ensure that all areas have a full and in date risk assessment and that a dynamic risk assessment is carried out at the very least when conducting ad hoc works.

8.5.4 Ensuring relevant students receive a Personal Emergency Evacuation Plan (PEEP) in order to safely evacuate a building in the case of an emergency.

9 ACCESS TO INFORMATION

9.1 MSM will provide access to information and performance updates in a variety of ways including:

9.1.1 MSM Messenger

9.1.2 The MSM website

9.1.3 Open Days

9.1.4 Parent/Carer and/or curriculum evenings/meetings

9.1.5 Meetings with parents/carers

9.1.6 SEND review processes

9.2 In order to make continuous improvements for students MSM will:

9.2.1 Produce all school literature in the correct size font and on the appropriate colour background to assist visually impaired students.

9.2.2 Investigate alternative ways of providing access to information, software and activities.

9.2.3 Investigate ways of communicating with SEND parents/carers and other adult users of the site

9.2.4 Make full use of external providers of support including those provided through the Local Authority for providing information in alternative formats (for example Braille or audiotape) if required.

9.2.5 Seek to use text alerts and e-schools notifications to communicate with specific user groups.

10 CONSULTATION

10.1 All sections of MSM community will be included in the development of this accessibility plan with specific input sought from:

10.1.1 Students voice

10.1.2 Parents/Carer

10.1.3 SENDCo

10.1.4 Staff

10.1.5 Students

10.2 Feeder schools will be contacted to assist with the planning and information gathering of incoming Year 6 students.

10.3 All students with a statement/ EHCP will have an annual review where students and parents/carers are consulted about the provision they are offered and are able to contribute to an evaluative commentary.

11 MONITORING AND REVIEW

11.1 The Accessibility Action Plan will be monitored at each Governing Body Annual General Meeting (AGM) meeting.

11.2 This policy will be reviewed every three years by the Governors.

12. PROFESSIONAL CONFIDENTIALITY

12.1 Confidentiality is an issue which needs to be understood by all those working with students, particularly in the context of safeguarding. MSM recognises that the only purpose of confidentiality in this respect is to benefit the student.

MSM Accessibility Plan 2018-2020

Access to the Curriculum					
Priority	Objective	Action	Outcome	Timescale	Responsibility
Medium Term	Monitor and review those areas of the curriculum which are normally difficult for SEND students to access and make all required reasonable adjustments, for example, issuing a lift pass or rerooming classes etc.	Ensure staff aware of difficulties facing pupils in students' IPPs and briefings/ email. IPPs reviewed three times per year with students and parents/carers or when any changes need to be made and shared with staff	Reasonable adjustment made for SEND students in areas of the curriculum which are normally difficult for SEND students to access.	Ongoing	Assistant Headteacher (Inclusion)
Short - Medium Term	Scrutiny of data of SEND attendance data at Senior Leadership Team level to ensure that students with SEND have support to remove barriers to learning.	Assistant Headteacher (Attitudes to Learning) to liaise with to Assistant Headteacher (Inclusion) any concerns with regards to SEND attendance. Half termly analysis to ensure that all attendance is monitored and that SLT are aware of persistent concerns.	All SEND students will attend MSM and engage in lessons. Where this is not possible or there are barriers to learning the Pastoral Team and/ or Key Workers will help to support the family and student.	Ongoing	Assistant Headteacher (Inclusion)
Short - Medium Term	Scrutiny of data of SEND students after every Progress Check and the sharing of findings at Senior Leadership Team level, followed by implementation of intervention strategies (where appropriate)	Progress Check data on SISRA to be analysed by Assistant Headteacher (Inclusion) to ensure that SEND performance is in line with others and intervention strategies assessed and reviewed as required for students who need additional support to make progress.	Close the gap between progress of SEND and others in key indicators, to ensure all students make expected progress.	Ongoing	Assistant Headteacher (Inclusion)

Short-Medium Term	To further investigate avenues for supporting students with SEND	<p>Continuous Professional Development (CPD) opportunities to be sought by Assistant Headteacher (Inclusion).</p> <p>Agency involvement:</p> <ul style="list-style-type: none"> - SENiT team - Child and Adolescent Mental Health Services - Deaf and Hearing impaired team - Speech and Language therapist - Educational Psychologist Fortnightly - And others as appropriate. <p>Briefings and emails to make staff aware of student need and strategies to support students.</p>	SEND students are supported and all staff have the knowledge and experience to provide personalised support for students through Quality First Teaching.	Ongoing	Assistant Headteacher (Inclusion)
Medium Term	Provide a suitable transition process for SEND students	Assistant Headteacher (Inclusion) to work with Year 7 Year Leader/ Transition Team to ensure a smooth transition from primary school. Visits to primary schools, meetings with primary SENDCO, transition visits, additional support visits to MSM, orientation etc	A confident and smooth transition to MSM from primary school. Ongoing transition support at the start of the Academic year and for in – year transfers. Close links with primary schools to ensure smooth transition of information	January onwards	Assistant Headteacher (Inclusion)

Access to Pastoral Support					
Medium Term	Ensure all staff receive appropriate training and development to meet the needs of the students with whom they work, appropriate to their individual roles and responsibilities	CPD opportunities to be sought to ensure all staff are able to meet the requirements of all students. Student Advocates have access to additional training related to specialist areas, for example, domestic abuse, autism, selfharm etc. SENDCo attendance at SENDCo network meetings and COLD meetings.	Staff receive appropriate training and development to meet the needs of the students with whom they work, appropriate to their individual roles and responsibilities. All staff and knowledge and experience of supporting students with different categories of need and additional needs. The process is ongoing and reflective of the changing and developing needs of students at the school.	Ongoing	Assistant Headteacher (Inclusion) Assistant Headteacher (Teaching and Learning)
Short - Medium Term	Provide reviews of performance data with specific reference to the performance outcomes of SEND students and other key groups.	Positive Discipline data to be provided to Assistant Principal for SEND to ensure that SEND performance is in line with others and intervention strategies are assessed and reviewed as required to ensure that all students make progress. Quality assurance in pastoral support for all groups of students to ensure analysis and scrutiny of progress made	Access to pastoral support of SEND students is equal to that of non-SEND students. Students who are identified as having 1:1 and group work needs are given support suitable for their need.	Termly or when needed. At assessment points and review for SEND students. When completing Pupil Passports.	Assistant Headteacher (Inclusion)

		though support, in attainment, attendance and effort. Scrutiny of books of SEND students and other groups.			
Medium Term	Ensure there are timely reviews of Individual Student Risk Assessments (ISRA) and Health Care Plans (HCP) and any issues are appropriately investigated in a timely manner	Support plans and risk assessments to be reviewed at least half termly, or more frequently as the need arises	Support plans and risk assessments are reviewed frequently and remain appropriate to the need. This are amended in accordance with need and this is communicated with parents and carers	Half termly for risk assessments and twice a year for Health Care Plans.	Assistant Headteacher (Inclusion) Assistant Headteacher (Attitudes to Learning)

Site Access					
Long Term	Conduct an annual review of incidents reported via site Manage regarding required site improvements, incidents and near misses, and also essential maintenance works	Reports of incidents reviewed to inform requirements for site improvements and essential maintenance works completed.	Site is safe and free of potential hazards, to ensure accessibility for all students and staff.	Annually	Facilities Manager
Medium Term	Provide quarterly reviews to the Local Governing Body regarding Estates and Safety matters	Estates and Safety matters discussed at Governing Body Meeting	Estates and Safety matters reviewed quarterly.	Quarterly	Facilities Manager
Medium Term	Ensure that all areas have a full and in date Risk Assessment and that a dynamic risk assessment is carried out	Risk assessments carried out of all areas of school, in particular more hazardous areas (Science labs, etc.), and all areas where staff and students are required	Risk assessments are appropriate and up to date.	Ongoing	Facilities Manager

	at the very least when conducting ad hoc works	to be off site (for music, drama, PE, library lessons, etc.)			
Medium Term	Ensuring all students receive a Personal Emergency Evacuation Plan (PEEP) in order to safely evacuate a building in the case of an emergency	All students are drilled regularly on how to safely evacuate the building. Less mobile students and staff are aware of evacuation procedures that may differ from the norm. Students have allocated support staff at key times.	All students and staff are aware of any evacuation procedures that differ from the norm.	Ongoing	Facilities Manager

Access to Information					
Short Term	Produce all learning materials in the correct size font and on the appropriate colour background to assist visually impaired students	Staff aware of any individual need for learning materials to be accessible to all students, including visually impaired students. Additional learning resources are provided as required, such learning materials: pencil grips, coloured overlays, writing slants, laptops. Advising teachers to use appropriate visual aids (colour/font sizes) on screens	All learning materials are accessible to all students	Ongoing	All teachers Assistant Headteacher (Inclusion)
Short – Medium Term	Investigate alternative ways of providing access to information, software and activities	Other methods or provision of information investigated according to need, this could be computers, use of kinaesthetic resources and aids.	All information, software and activities are accessible to all students	Ongoing	Assistant Headteacher (Inclusion)

Medium Term	Investigate ways of communicating with SEND parents/carers.	Other methods or provision of information used according to need. Text message, telephone calls, parental meetings and home visits for parents/carers with SEND or EAL needs. Regular meetings and communication with parents of SEND students and all students. Regular review meetings	All information and notifications are accessible to all users. All parents/carers feel that they have good communication with the school and staff.	Ongoing	Assistant Headteacher (Inclusion)
Short – Medium Term	Make full use of external providers of support including those provides through the Local Authority for providing information in alternative formats (for example Braille or audiotape) if required	External providers are used when need arises and communication with external agencies is consistent.	All information and notifications are accessible to all users	Ongoing	Assistant Headteacher (Inclusion)
Short – Medium Term	Seek to use text alerts/ notifications to communicate with specific user groups	Text alerts are used to provide notifications to user groups.	All information and notifications are accessible to all users	Ongoing	Assistant Headteacher (Inclusion)