



Archbishop Holgate's School

A Church of England Academy

Accessibility Policy and Plan

This policy explains how we work closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

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Member of staff responsible: Fn – Deputy Head Pastoral Care

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

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1. Vision and Values of Archbishop Holgate's School

As a Church of England school, we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

“A threefold cord is not easily broken.” Ecclesiastes 4:12

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of **Justice**, **Compassion**, **Forgiveness** and **Trust** have been embedded across our school community and permeate all areas of school life.



This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

2. Statement of intent

Archbishop Holgate's School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

3. Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- This policy has due regard to national guidance including, but not limited to, the following:
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy will be used in conjunction with the following school policies and procedures:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Anti-bullying Discrimination Policy
- Admissions Policy
- Behavioural Policy
- Medicine and First aid policy

4. Definition

A person is defined as having a disability if they have 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.

The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

5. Roles and responsibilities

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times. The headteacher, in conjunction with the governing board or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.

The governing board, or a select committee, will be responsible for monitoring the Accessibility Plan. The full governing board will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.

The headteacher, (or SENDCO or Deputy Head, Pastoral acting on their behalf) will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.

During a new pupil's induction, the headteacher (or SENDCO or Deputy Head, Pastoral acting on their behalf) will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

The headteacher, governing board and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will work closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

6. Accessibility Plan

The Accessibility Plan will be structured to complement and support the school's Equal opportunity and Anti-Discrimination Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in September 2022.

If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The Accessibility Policy and Plan will be published on the school website.

The school will collaborate with the LA in order to effectively develop and implement the plan.

An access audit will be undertaken by the governing board and SENCO every year.

The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

The school works in conjunction with the LA to ensure suitable support for pupils with disabilities e.g. the provision of specialist auxiliary aids or proven strategies for inclusion.

7. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities.

The school is committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

8. Admissions

The school will act in accordance with the Admissions Policy.

The school will apply the same entry criteria to all pupils and potential pupils.

The school will support pupils with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

Prospective parents of pupils with an EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

9. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their educational, physical, sensory, social, spiritual and emotional needs.

The curriculum intent is ambitious for all groups of students and is committed to ensuring that all groups of students can access a challenging, broad and well-planned curriculum that is appropriate to their individual needs, working on the key principle that 'present circumstances merely determine where you start'.

No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. Pupils with SEND access additional IAG at all key stages, providing information on both academic and vocational pathways which suit the individual need. The head of department for each subject and the SENDCO will work together to adapt a pupil's provision with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Support plans are completed by class teachers to highlight how school assistant support will be used in lesson where it is present. These are reviewed in collaboration between the school assistant and teacher regularly.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, through the SEND register (which is a working document) and regular 'Show & Share' sessions delivered by the SENDCO.

Specialist resources are available for pupils with visual impairments, hearing impairments, learning difficulties and physical disabilities Such as large print reading books, radio aids, overlays, laptops and specialist seating/equipment. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

Where appropriate, 1:1 support is provided for students in lessons across the curriculum. The intervention team will also provide interventions for students aimed at developing literacy and numeracy - these intervention's will be targeted based on need and will work towards the overarching goal of all students being able to have equitable access to the school's curriculum.

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

10. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

The aim is to ensure there are no parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

Where entrances to the school are not flat, a ramp is supplied for access.

Wide doors are fitted throughout the school to allow for wheelchair access.

11. Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.

The governing board and headteacher will review the policy in collaboration with the SENDCO.

Equality impact assessments will be undertaken as and when school policies are reviewed.

12. **Appendix A – Accessibility Plan**

Planning duty 1: Curriculum

Governing boards must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents. A grid, like the one below, should be completed for the curriculum, physical environment and information provision.

Areas where we currently are good:

- Archbishop Holgate's data system is available for all staff, including student information sheets that contain information about student's SEND and their progress in each subject. This information is used as the basis for careful planning and differentiation.
- Advanced planning for students based on good information from primary partners takes place each academic year
- Liaison with external services and agencies regarding individual students (physical, sensory, behavior).
- High quality Pen Portraits are completed for students with specific needs or health condition.
- Ensuring that access arrangements are made for external examinations (extra time/private room/coloured paper/modified exam scripts/reader pen/scribes/laptops) all of these arrangements are also available during the mock seasons for Yr10, Yr11, Yr12 and Yr13. These arrangements were also taken into account in the recent administration of Y11 and Y13 CAGs (2020) and TAGs (2021)
- Teaching and learning is consistently outstanding across the school and, through effective differentiation, removes potential barriers to learning for students receiving SEND Support or for those on the SEND monitoring list.
- Outcomes for students who have an EHCP are good and there is an improving trend for the outcomes for all SEND students
- Regular review meetings for students who are SEND Support (using my agreed outcomes if necessary) and student centered Annual Reviews enable all students to discuss their learning.
- Ensuring that school visits and trips are accessible for all students, including foreign trips.
- Ongoing training for staff through the SENDCO, including training specific for those staff teaching 'nurture groups.
- Nurture Group in Year 7 and Year 8 and the Applied Learning Pathway in years 9-11
- Post 16 Next steps pathway to prepare students for L3 study.
- In-class support – experienced, well-qualified School Assistant Team
- Appropriate setting of students in most subject areas and year groups
- All EHCP students from Year 9 upwards have dedicated meetings with an independent specialist careers advisor (LA). This careers advisor is also invited to each pupil's EHCP review meeting

Development plan for curriculum

	Issue	Who	When	Outcome criteria	Review
Short term	We need to ensure that provision within the Yr7 and Yr8 nurture group is appropriately differentiated by individual class teachers	SENDCO, Deputy Head	September 2020	Curriculum in all nurture group lessons is specifically tailored to the needs of all individuals, allowing all students to make appropriate progress,	December 2020
Medium term	We are unsure whether all staff members are fully aware of how to support a range of SEND needs in their classrooms	SENDCO, Deputy Head, HoDs	September 2020	Staff make excellent use of the SEND register and are confident deploying a range of appropriate strategies	<u>July 2021</u>
Long term	We want ensure that all SEND support students can access individualized interventions that help them make progress	SENDCO, Deputy Head, Assistant Head	September 2020	A range of both literacy and numeracy interventions are deployed, these lead to excellent progress for students categorized as SEND Support	September 2021

Curriculum Priorities for 2020-22

- To continue to work with the specialist teaching team in the City of York to ensure our curriculum is accessible for students with disabilities
- To ensure that students with an EHCP or those categorized as SEND Support continue to access excellent support that allows them to make good progress
- To ensure that all SEND Support students access appropriate and necessary interventions
- To ensure equality of provision for nurture groups in all year groups, across all subjects
- To develop staff confidence in using a range of strategies to support learning needs
- To ensure that school trips planned across curriculum areas are accessible to all students
- To ensure that students have access to quality careers education, information, advice and guidance that allows them to make appropriate next steps.

Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents.

Areas where we currently are good:

- Lifts contain braille signage.
- Automatic main doors to Main School, English Block, Maths Block and Sixth Form receptions.
- Disabled parking spaces are available directly outside Sixth Form reception.
- Widened corridors.
- Three fully accessible and compliant new builds – Post 16, Maths block and English block.
- Access arrangements are available for Parents' Evening, when required.
- Accessible toilet facilities are available throughout the school.
- Space for small group work and individual work for targeted learners in Learning.
- Inclusion Centre.
- A physical environment that is safe and welcoming.
- Lockers available for hire for students to store bags and equipment.
- Handrails on stairs.
- Coloured kerbs and edges of stairs.
- Clear visual external signage.
- Static and mobile hoist in swimming pool.
- Evacuation plans in place for those students who need them to enable evacuation if fire alarm sounds.

Development plan for physical environment

	Issue	Who	When	Outcome	Review
Short term	The school lift is required to ensure access to the top floors in the main building. At present those in wheelchairs have no access	SENDCo Site team	October 2019	The top floor of the main building is 100% accessible to all. Fire evacuation plans are completed and in place	November 2019
	To ensure compliance we need to review the site annually using the Local Authority's accessibility framework and then address any concerns arising from the annual site inspection.	SENDCO Site team	December 2019	To review and develop the schools physical environment	January 2020
	Signage for disabled parking at the front of school clearly indicates to park outside the 6 th Form and to report to 6 th Form reception. At present, it is unclear for disabled access to the main building.	Site team	November 2019	Disabled visitors who do not know the school, are clear where to park and access to the main building is provided	December 2019
	At present, we are unsure that all school trips are fully accessible to all	SENDCO HOY	July 2020	To ensure all trips are fully accessible for all students	August 2020
Medium term	At present, the ramps to the main building are disjointed and do not flow to main school reception. The new building improves access to the main building and provides improved access from disabled parking in front of the Sixth Form to main school reception.	Site team SLT	August 2020	The new build ensures access to all parts of the school.	September 2020

	Issue	Who	When	Outcome	Review
Long term	At present, doors need to be opened for disabled access. This is stopping full independence for our disabled students. All doors within the school automatically open, allowing full disabled access.	Site team SLT	September 2021	The school is fully accessible for our disabled students to be 100% independent.	September 2021
	With a large number of deaf students in the school we should look at installing flashing fire alarm and flashing hourly class bell.	Site team and SLT	September 2021	School is fully suitable to meet the needs of deaf students	September 2021

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

Areas where we currently are good:

- Visual timetables are produced for identified students.
- Modified work, text books and exam papers are provided when necessary.
- Differentiated work/worksheets provided when necessary.
- Suitably qualified and experienced CSWs are deployed to support students who use BSL
- Alternative means of recording features in the access arrangements list and in SEND profiles
- Signers are used for parents when required.
Translators and interpreters are used at Parental Meetings/Evenings when required.
- Information provided to parents via email, text, website and twitter.
- The Accessibility Plan is placed on the website.

Development plan for information

	Issue	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether school information is accessible or not	SENCO/ICT manager	September 2021	School is aware of accessibility gaps to its information delivery procedures	January 2021
	School does not know how to make written information accessible	SENCO	September 2021	School is aware of local services for converting written information into alternative formats	January 2021

	Issue	Who	When	Outcome criteria	Review
Medium term	Written information is not accessible to pupils with visual impairments	SENCO/ICT manager	January 2022	Written information is fully accessible to children with visual impairments	September 2021
Long term	School website is not accessible to children with SEND	ICT manager	September 2022	Website is fully accessible	January 2022

- Improve the delivery of written information to students, staff, parents and visitors with disabilities;
- examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- To liaise with the specialist teaching service to ensure that written information is accessible for students and that enlarged books are available as required.
- To consider if alternative signage is needed.
- To look at options for alternative ways of presenting information to parents to include subtitles or a BSL interpretation on all school videos.