



All Saints Catholic Collegiate

Accessibility Plan

Approval and review

Committee to approve policy	ASCC BOD
Date of Board / Academy Committee Approval	09/07/2024
Chair of Board / Academy Representative	Mrs A Middleton-Hill
Signature	
Head teacher	
Signature	
Policy review period	36 months
Date of policy review	Summer 2027

Mission Statement

**United in faith, love and learning,
we place Christ at the centre of all that we do,
to inspire all members of our community
to reach their God-given potential**

Contents

1. Equality Objectives Statement	3
2. Aims	6
3. Legislation and Guidance.....	6
4. Monitoring Arrangements.....	6
5. Appendix 1: Accessibility Audit.....	7
6. Appendix 2: Action Plan.....	97
8. Appendix 3: Summary Of Implementation Of The Equality Policy, Objectives and Accessibility Plan.....	15

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Special educational needs (SEN) information report
- Equality policy
- Health and safety policy
- Supporting pupils with medical conditions policy

POLICY

1. Equality Objectives Statement

All Saints Catholic Collegiate is dedicated to ensuring that all members of our school communities and the wider community are treated equally, fairly and with respect by the school and by each other. This applies to the collegiate as a place of education, business and an employer. Prejudice, discrimination (direct or indirect) and victimisation are not tolerated, and we work hard to instill in our students a strong understanding of right and wrong, including the importance of inclusion, acceptance and compassion towards each other. All Saints Catholic Collegiate's main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and school, to aid the development, progress and needs of all the children in our care. Our current objectives are:

- To promote equality of all groups: for example, assessing the impact of our policies and practices on different groups
- To promote community cohesion by encouraging the development of mutual respect and good relationships between people regardless of race, gender, disability, sexuality, age, religion or belief
- To challenge discrimination on any grounds, including ethnicity, age, gender or gender identity, disability, pregnancy or maternity, religion or religious affiliation. This will include acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals in relation to protected characteristics, such as racist or homophobic/biphobic/transphobic bullying
- To promote human rights, justice and fairness throughout the curriculum and wider school community
- To ensure that all students have a right to equality of access to educational provision
- To ensure that no student is victimised due to the sex, race, disability, religion or belief, sexual orientation, gender reassignment
- To ensure that no student is victimised due to the actions of a person with whom the student is associated, for example one of their parents or siblings
- To work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and the wider community.

2. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. All Saints Catholic Collegiate is committed to ensuring equality of education and opportunity for all students, staff and parents of every race, gender, disability, faith, and socio-economic background. We aspire to develop a culture of inclusion and diversity in which all connected to the Collegiate feel proud of their identity and are fully enabled to contribute and enhance daily working practice.

Outcomes for students will be monitored by age, heritage, gender and disability. Information and data will be used to identify and address gaps, support students, improve outcomes and ensure opportunities for all pupils and staff. We will tackle discrimination, promote equality of opportunity, challenge bullying and stereotypes, and maintain an environment which champions respect for all. We are united and uncompromising in promoting a positive culture where everyone feels they are treated equally and fairly,

and where diversity is acknowledged as a strength, which enriches the knowledge and experiences of all who learn, teach and visit our academies.

St Thomas More Catholic Academy is inclusive and caters for the needs of all pupils. The central importance of its Christian foundation is the driving force of the Academy's ethos and its approach is focused on the whole child so that every pupil is given opportunities to develop, by accessing all clubs, trips and activities offered. Where it is necessary (and reasonable/possible?), the academy will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in an activity.

At St Thomas More Catholic Academy we endeavour to adapt the curriculum and learning environment for pupils with SEND. The curriculum is regularly reviewed to ensure that it meets the needs of all our pupils. The Academy incorporates both internal and external assessments and the strategies described in Education, Health and Care Plans, when planning the curriculum.

The Academy complies with all Disability Access requirements where possible. Access to the technology block is through a ramped area situated from the art classroom or through the wood workshop. Science laboratories are all set to high level benches. If required a lower level accessible area can be provided to support students. Disabled toilets are available at the front of the school, on the first floor and in the PE block. The PE block also has a disabled shower. Access to the school house for wheelchair users would require the use of a ramp which would be sourced as required for the building access. The school provides a number of disabled parking bays in the main school car park with easy access to the front of school. There is a passenger lift that provides access to the 1st and 2nd floors however there are 4 classrooms which are not accessible for wheelchair users on the 2nd floor of the tower block. The design of this building means that it is impractical to install a lift. To ensure wheelchair users are not disadvantaged, and as this area is not subject specific, it is possible to design a class timetable without needing to use these classrooms. The remaining 95% of the school is accessible for wheelchairs and there are multiple disabled toilets situated on the ground and 1st floor of the buildings. Guidance for specialist equipment is sought if required and there are personal evacuation plans for pupils with specific needs.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The school supports the SEND Local Offer. Local authorities, schools and other services will set out a Local Offer of all services available to support children who are disabled or who have Special Educational Needs and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care.

The local authority's local offer is published on:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/results.page?localofferchannel=2&qt=St+Thomas+More+Catholic+Academy&term=&sorttype=relevane>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and Academy Representatives of the school.

3. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the ASCC Board of Directors.

5. Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 storeys to Tower block and main school block. Lift access to all floor in main school block	Impractical (due to space and cost) to install lift to 4 classrooms inaccessible to wheelchair users. Timetable can be adapted to provide full access to curriculum.		
Corridor access	All corridors wide enough for wheelchair access			
Lifts	1 passenger lift to 3 storeys of main block. Service contract in place through PFI contract			
Parking bays	Sufficient disabled parking bays to front of school			
Entrances	Automatic doors to student and visitor entrances.			
Ramps	Ramps into DT block, level access to Reconciliation, Sports Hall and Music block			
Toilets	Disabled toilets to Reception, Sixth form, PE and Reconciliation			
Reception area	Disabled toilet, level access to waiting area			
Shower	Disabled shower situated in the PE block			
Internal signage	Clear signs to direct to classrooms and "keep left"			
Emergency escape	Emergency exits clearly identified, emergency lighting to corridors. Fire			

routes	action signs within classrooms and offices			
School House	Not level access into building No wheelchair access to first floor meeting rooms	Ramp to be provided to access the building as required but no access to the first floor of the building.		

6. Appendix 2: Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Objectives	Actions to be taken	Success Criteria	Person responsible	Date to complete actions by
Leadership & Management				
Ensure the curriculum is led with a clear vision of excellence across the school.	<ul style="list-style-type: none"> Assessment weeks inform curriculum adaptations, teaching and learning and intervention Wider curriculum offer pro-actively address students who struggle to engage in mainstream EHCP plans aligned to curriculum offer 	<ul style="list-style-type: none"> Curriculum meets the needs of identified learners, including SEMH needs for all AIM cohorts Statutory annual reviews of EHCPs including medical needs where relevant 		
Embed the expectations and consistency of excellence through teaching and curriculum delivery.	<ul style="list-style-type: none"> Review priorities within SEND Action Plan, following external SEND review, to ensure that all points are addressed, including further developing the cohesion between inclusion and SEND Build on the success of blended learning by expanding the use of technology to support learning, including developing online teaching tools and resources to sustain engagement of all learners. Increase the range of curriculum 	<ul style="list-style-type: none"> Gaps in pupil progress and outcomes are further diminished through effective curriculum planning, including interventions Accelerate the rate of pupil progress for pupils with SEND so all students make good progress from their starting points 		

	enrichment opportunities, and accessibility of all learners, so that they develop the necessary drive and ambition, and cultural capital, to succeed			
1.2 Ensure that students have access to appropriately differentiated material which responds to their needs	<ul style="list-style-type: none"> Ensure that CPD for all staff focuses on what is needed to support learners in accessing the curriculum and maximizing outcomes 	<ul style="list-style-type: none"> Impact of CPD delivered to staff is evidenced through book looks, learning walks, external reports and student voice Curriculum sequences, schemes of learning, and planning documents evidence impact of CPD 	Headteacher / senior leaders/ SENDCO / middle leaders	Ongoing
3.2 Ensure that the school website is easy to use and accessible to all parents and carers	<ul style="list-style-type: none"> Ensure that the language used on the school website is in plain English and free of jargon where possible, and that it is easy to navigate and follow Ensure that the website is compliant with Ofsted/DfE requirements 	<ul style="list-style-type: none"> Feedback indicates ease of use and accessibility Website is compliant 	NBy	Ongoing
1.3 Ensure that no group with protected characteristics feels isolated by curriculum delivery	<ul style="list-style-type: none"> Audit curriculum resources to ensure that exemplars of all groups, including those with protected characteristics, are evident Ensure information is gathered about incoming pupils and ensure plans are in place to meet needs 	<ul style="list-style-type: none"> Audit completed Robust transition plans in place 	SENDCO	Ongoing
3.1 Ensure that all information sent to parents and carers is	<ul style="list-style-type: none"> Review information sent home for reading age and the use of plain, understandable English which is as free 	<ul style="list-style-type: none"> Improved communication and ease of 	SLT	Ongoing

accessible to all	<ul style="list-style-type: none"> as possible of jargon Ensure that all communications with parents/carers is available in a range of formats if it is requested (such as Braille, large print and other languages), and that this facility is advertised to parents and carers 	<ul style="list-style-type: none"> understanding Communications available in appropriate range of formats 		
Personal Development				
Instil a shared culture of excellence through motivation, enrichment and resilience.	<ul style="list-style-type: none"> Increase participation and engagement in healthy living by developing Sports Day into a whole school event, which celebrates sport and students' achievements. Raise participation and engagement with the Arts through embedding the whole school initiative 'Arts on Angels' which facilitates weekly live performances from students. 	<ul style="list-style-type: none"> Whole-school Sports Day takes place annually and all students are involved The overall number of students participating in Arts on Angels increases and represents the school population. 	SBA ALs TLe CNu	
Promote and support the emotional health and wellbeing of all students.	<ul style="list-style-type: none"> Increase the PSHE curriculum to more explicitly meet the needs of the relevant learners Introduce an SEMH Hub to centrally locate emotional health and wellbeing support for students 	<ul style="list-style-type: none"> Achievement of Wellbeing Award evidences the inclusive culture of STM 	JST	

<p>Ensure that all students have equal access to extra-curricular provision and increase the engagement with curriculum enrichment opportunities, so that they develop the necessary drive, ambition and cultural capital to succeed.</p>	<ul style="list-style-type: none"> • Ensure that planning of extra-curricular opportunities identifies equality of access as a consideration and takes into account accessibility for all students • Ensure staff are aware of the classroom strategies to maximise access for all students (eg, quiet classrooms, high definition colours on boards, forward facing when speaking, etc) • QA to ensure needs are being met in the classroom through high quality teaching • Teaching materials made available that all students can access • Communicate our enrichment offer to key stakeholders and showcasing this within our marketing 	<ul style="list-style-type: none"> • Student voice indicates that enrichment is enjoyable and adding value to students' curriculum diet and school experience 		
<p>Behaviour & Attitudes</p>				
<p>Embed a culture where students play a highly positive role in securing a school environment where commonalities, diversity and equality are celebrated.</p>	<ul style="list-style-type: none"> • Ensure all students are treated fairly and with equality • Ensuring all students are given opportunities to excel academically, spiritually and outside of the classroom 			
<p>Physical Environment</p>				
<p>Improve and maintain access to</p>	<ul style="list-style-type: none"> • Review physical access to the building to ensure that ramps, lifts, disabled 	<ul style="list-style-type: none"> • An accessibility audit is carried out. • PEEPs Incorporate into Fire 		

the physical environment	<p>parking bays, toilet and changing facilities, doors, shelves, lights and other physical aspects of the building meet the needs of all users</p> <ul style="list-style-type: none"> • Improved access to all our buildings for disabled students • Ensure that information for events at schools carries requests for information regarding access arrangements that may be needed • Ensure that site signage is clear and unambiguous, and is accessible to all users 	<p>Evacuation policy and Fire Risk Assessment; communication and training of all staff</p> <ul style="list-style-type: none"> • All staff understand the needs of Students with disabilities e.g. Wheelchair users. 	All Staff	
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> • Ensuring that all printed materials and published information is accessible to all stakeholders • All pupils with disabilities feel safe and informed • Advice sought and implemented from external agencies such as Visual/Hearing Impaired outreach team • Explore the use of Pictorial or symbolic representations 	<ul style="list-style-type: none"> • Making SEN information easily accessible to parents including: • Through School website. • Providing adapted materials, e.g. enlargements as required • All staff attended CPD led by David Weaver to assist students using hearing sets 	All staff	Ongoing
Ensure that emergency evacuation procedures consider those with access needs	<ul style="list-style-type: none"> • Review the emergency evacuation procedures to ensure that provide quick, safe evacuation for all • Personal Emergency Evacuation Plans (PEEPS) in place for individuals requiring specific access arrangements 	<ul style="list-style-type: none"> • Review completed 	NBy	ongoing

<p>2.3 Ensure that the dignity of those identifying a specific need have appropriate changing facilities</p>	<ul style="list-style-type: none"> • Ensure that policies and practices for equality (such as children transitioning) identify areas which they can use for intimate purposes which are appropriate and maintain their dignity 	<ul style="list-style-type: none"> • Policies reviewed and potential impact evaluated, provision amended 	JSt	Ongoing
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7. Appendix 3: Summary Of Implementation of the Equality Policy, Objectives and Accessibility Plan

In order to comply with the Public Sector Equality Duty, All Saints Catholic Collegiate have the following procedures in place to ensure that we consider the needs of our school communities in everything we do:

I. To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act

- We gather information from a range of sources when a student enters the school, eg: family, child, previous school, external agencies where applicable
- We respond quickly to any conduct reported that is prohibited under or by this act, in accordance with individual school procedures. Acts of discrimination, harassment and victimisation are recorded, along with any actions and sanctions taken. Actions may involve referrals to key workers within the school or partner agencies, including the police
- Through lessons, tutor time, assemblies and extra-curricular activities, we aim to create an ethos and atmosphere of dignity and fairness, where students are free to develop themselves, knowing that differences are respected, and that they are encouraged to become independent learners, take responsibility for their actions and become good citizens.
- We provide staff training on issues relating to equality and ensure all staff are aware of the need to eliminate discrimination, harassment and victimisation, for example in anti-bullying and safeguarding training
- Relevant members of the collegiate's leadership team undergo Safer Recruitment training, including key members of the local governing boards and directors
- Appraisal and pay structures are in place within the collegiate to ensure all staff have equal opportunities in terms of pay and promotion

II. To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

- We track all aspects of a child's provision and progress by monitoring attendance, behaviour, attitude to learning and academic data, and applying intervention strategies as appropriate
- Teachers maintain and review seating plans, academic data, student profiles / individual behaviour strategies, attitude to learning, target levels and data pertinent to equality groups, to enable them to plan and deliver lessons to stretch and challenge every member of their class appropriately
- We monitor the effectiveness of intervention strategies to enable us to improve our practice and benefit students
- We take account of the achievement of all students when planning for future learning and setting challenging targets
- We use materials that reflect the diversity of the school population, local and wider community in terms of race, gender and disability, without stereotyping
- We monitor students' involvement and participation in all opportunities provided and aim to provide new opportunities where gaps are identified
- We provide details of appropriate agencies and support networks via the school website, and via our conversations and communications with parents/carers

- Transition and CEIAG staff monitor progression routes for all students, to perform NEET and One Year on analysis, which allows the school to identify barriers for certain groups and evaluate the school's curriculum as well as students' subject choices

III. To foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We deliver lessons across the curriculum and within RSE/PSHE that broaden students' knowledge of equality issues and encourage tolerance and understanding of all students
- We group students within lessons to help to foster good relations and respect between different groups of students
- We deliver assemblies to whole year groups that promote understanding, respect and positive relationships
- We promote students' awareness of equality of opportunity through a variety of schemes and celebrations including charity events and national awareness events such as Autism Awareness Month, Holocaust Memorial Day, Black History Month and LGBT Awareness Month
- We communicate with parents and carers through letters, app messages, text, the school website, social media, phone calls, emails, and in face to face meetings
 - o The senior leadership team, pastoral Team, ASCC Attendance Manager, and SEND team support curriculum staff in improving relations with parents and carers – including those who could be deemed 'hard to reach', to ensure equality of opportunity for all.