

St Patrick's RC High School



School Accessibility Plan 2025-2027

Adopted by Full Governing Board.

Delegated Committee: Finance and Staffing

Reviewed on: Sept 2025

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Next review: Sept 2027

School Mission Statement

Our school community is guided by the values of truth, resilience, service, love and faith.

Our Catholic faith is taught, lived and celebrated. We strive for academic excellence, celebrate ambition and value the achievements of all.

We recognise the importance of kindness, the value of friendship and our role in making a difference to God's world.

Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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."

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

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to **increase access** to education for disabled pupils.

This duty requires schools to produce an **Accessibility Plan** that identifies the action the schools intends to take over a three-year period to increase access for those with a disability in three key areas, is published and evaluated annually. The three areas include:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

In addition, **the Disability Equality Duty** (2006) requires all schools to:

- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of those with a disability.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

This Disability Equality Duty requires schools to:

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Publish the DES/Action Plan.
- Demonstrate they have taken action identified to achieve outcomes.

- Report on progress, review and revise the DES annually

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

At all times the School will also be equally aware of the needs of disabled staff, parents and visitors.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school
- community for pupils and prospective pupils with a disability.
- To provide a caring and friendly environment.
- To provide resources to cater for the needs of the individual students.
- To promote an understanding of disabilities throughout the school and an awareness of the needs of students with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims, equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision
 - of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to Confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

All staff will be able to meet more fully the needs of disabled students with regards to accessing the curriculum.

Activity

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts etc.

Within the curriculum, the School aims to provide a full access to all elements. Specifically, in all areas of Information & Communication Technology, the School will have consideration in planning facilities for:-

- Wheelchair access
- Screen reader software
- Screen magnifier software for the visually impaired
- Features such as sticky keys and filter keys to aid disabled users in using a keyboard
- Screen Magnifier Software.

To develop communication skills in students, enabling them to express thoughts and opinions successfully through speech, writing and sign language as appropriate.

To give advice and support in curriculum subjects as appropriate, to enable disabled students to participate successfully in lessons within the mainstream school.

To ensure that the needs of all disabled students and staff are represented within the school.
To create positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested etc.

Action Plan

The Plan will be monitored through the Finance & Premises Committee of the Governors. The plan is of necessity organic and will need adaptation and additions on a regular basis.

Additionally, the School will always endeavour to:-

- Improve availability of written material in alternative forms
- Improve working environment for pupils with visual impairment by incorporating appropriate colour schemes when refurbishing and install blinds on south-facing windows

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g:-

- Equal Opportunities policies
- Curriculum Policies
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Prospectus and Mission Statement
- Teaching and Learning Policies

St Patrick's R C High School Accessibility Action Plan

Priority	Description	Access Rating	Priority Rating	Notes
1	Access at the entrance to the building, including parking for disabled staff, students and visitors	5	2	Disabled parking is available and the pathway to school is wheelchair accessible, signage needs improving
2	Access for students, staff and visitors with visual impairment	4	2	Due to school being a new build, movement around school is straightforward. The school is a replica on each of the three floors and has lift access to all floors. A braille map of the school in reception would assist a visually impaired visitor
3	Access for students, staff and visitors who need resources at varying heights	3	2	Adjustable desks are in place in science and tech classrooms, adjustable white boards or other methods of displaying information to be considered
4	Access for students, staff and visitors who have hearing impairments	5	1	Hearing loop fitted in reception
5	Access for staff, students and visitors with limited dexterity	3	2	Consider easier to operate toilet roll and soap dispensers. Currently TAs provide assistance
6	Shower facilities for staff, students and visitors who are disabled	4	2	Disabled access shower facilities are only available in the Head Teachers office, may limit access at certain times. When changing rooms are renovated considering improved accessible shower facilities