



De La Salle  
School

# ACCESSIBILITY POLICY AND PLAN

Status	Statutory
Responsible Governors' Committee	Behaviour and Welfare
Responsible Person	P Ross
Ratified Date	For committee March 2020
Review Date	



# DE LA SALLE SCHOOL ACCESSIBILITY POLICY AND PLAN

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## 1. 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 all students can participate in the curriculum with a particular focus on those with protected characteristics
- Improve the physical environment of the school to enable all students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to all students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

As Lasallians, we are bound by our 5 core beliefs one of which is having an inclusive school that delivers high quality education. We also have a duty to look after those who are oppressed.

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.

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 students and site staff an overseen by the Governors who ratify the plan.

## 2. 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises

### **3. 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 governing body.

### **4. Links with other policies**

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

- Health and Safety Policy
- Equality Information and Objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) policy
- Supporting Students with Medical Conditions Policy
- Pupil Premium strategy

## **APPENDIX 1: DE LA SALLE ACCESSIBILITY ACTION PLAN 2019/2020**

### **PHYSICAL ACCESS**

Issues identified on the previous plan that are now resolved.

- Improve enhanced Library provision
- DDA compliant parking and lighting
- Disabled toilets
- Signage
- Evacuation chairs
- Mitigating issues with pillars in Reception for visually impaired people – brightly coloured, still an issue
- Encourage cycle use
- Visitor wheelchair access
- Safe movement around the site for those with physical difficulties

### **TO CONTINUE TO WORK TOWARDS MAKING A FULLY ACCESSIBLE SCHOOL:**

<b>TARGET</b>	<b>STRATEGY</b>	<b>TIMEFRAME</b>	<b>RESPONSIBILITY</b>	<b>OUTCOME</b>
To ensure chapel is fully accessible to wheelchairs.	Look to install a chairlift as a ramp is not possible and use alternative venues such as the Hall and classrooms for services and activities in the interim.	To be completed by September 2020	Site team	Chapel now accessible to all.
Continue to investigate and improve accessibility controls to school site.	Use LC-VAP money to move driveway barrier to limit access to non-authorized vehicles on site.	Easter 2020	Site Team	Much safer environment at school opening and closing times.
Further encourage bicycle use	Linda Rooney to promote via Eco-schools Group	Review annually.	L. Rooney, HoYs	Increase numbers of pupils using bikes
To give access to Careers for wheelchair users.	To move careers to the ground floor in Technology as a base and LAP for some student interviews.	By September 2020	AR, site team	All have access to careers.

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### **INFORMATION ACCESS**

Issues identified on the previous plan that are now resolved.

- On-line reporting
- Address multi-lingual, Deaf, and visually impaired communication access (signs, literature etc.)
- Continue to improve accessibility to the school web-site – Big Ask
- Improve home- school communication, Parentmail, Show My Homework, Edulink One and Big Asks

### **TO CONTINUE TO WORK TOWARDS MAKING A FULLY ACCESSIBLE SCHOOL:**

<b>TARGET</b>	<b>STRATEGY</b>	<b>TIMEFRAME</b>	<b>RESPONSIBILITY</b>	<b>OUTCOME</b>
Improve home-school communication to all especially vulnerable groups, E.g. SEND and PP	Continue to encourage pupil premium parents to engage, see PP Strategy. Also SEND try to support parents directly, to log in. If this is not possible, hard copies are posted out and direct contact is made. Similarly, any parents who are not fully logged in are contacted and supported and if they request hard copies be posted out school facilitates this.	Reviewed 2023	PR, AD	Parents are able to access school systems online.
To celebrate diversity and give access to support for students with protected characteristics.	LGBTQ+ group formed, increase profile and signage, review equality policy. Use of assemblies and PSHCE to explain about using appropriate language.	Equality policy reviewed by September 2020.	AR, AD, HoYs, JT and Chaplain	Improved awareness of equality and discrimination.

## **APPENDIX 1: DE LA SALLE ACCESSIBILITY ACTION PLAN 2019/2020**

### **CURRICULUM**

Issues identified on the previous plan that are now delivered and/or resolved.

- SEN/ASD Training
- Introduced entry level maths and English qualifications, where appropriate

<b>TARGET</b>	<b>STRATEGY</b>	<b>TIMEFRAME</b>	<b>RESPONSIBILITY</b>	<b>OUTCOME</b>
SEND/ASC/PP training to be delivered and identified from staff needs audits.	Training via SEND/ASC team and PR.	Ongoing and at regular intervals but reviewed annually.	JMc, AD, CMu, PR and AF	Improved access to curriculum for SEND /ASC/PP students.
Improve offer of vocational subjects	Introduce BTECs in travel and tourism, music, health and social care, music and engineering. OCR national in PE and IT.	Starting Y9 in 2019 and impact reviewed annually.	AR, PR, CW, HoDs	Improve access to curriculum for less able and/or academic students. Curriculum meets a wider range of students' needs and is informed by local labour market with strong links to CEIAG.
Ensure issues around equality of opportunity and disabled access are covered in PSHCE	To write into new programmes of study	By September 2019	R. Aldred	Students have a good understanding of how society can 'disable' people and rights and responsibilities in business and personally.

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<b>TARGET</b>	<b>STRATEGY</b>	<b>TIMEFRAME</b>	<b>RESPONSIBILITY</b>	<b>OUTCOME</b>
SEND/ASD teaching assistants to provide strategies to middle leaders on differentiating the curriculum for the students with whom they work.	One-to-one meetings, CPD sessions, departmental meetings used.	Reviewed annually.	CBK, JMc, CMu	TAs and QA activities evidence effective use of differentiation and so increased progress of all beginning with a focus on SEND students.
Expand the enhanced CEIAG for ASD to all SEND students.	N Scully to develop plan with JMc.	In place by September 2020.	NS, JMc, JWs	All SEND students receive a more intensive and appropriately differentiated experience of CEIAG and so make more effective choices about destinations.
Pilot the use of equality impact assessments.	SLT to select a range of initiatives which will mandate an EIA initially.	Reviewed September 2020	SLT	Protected characteristics are considered before any larger-scale initiatives are started.