



De La Salle School

ACCESSIBILITY POLICY AND PLAN

Status	Statutory
Responsible Governors' Committee	BAPD Committee
Responsible Person	Business Manager
Ratified Date	March 2023
Review Date	March 2026

Version Control

Version Date	Changes/Comments
May 2021	Initial version based on a template from The Key
March 2023	No changes to main policy. Plan updated for 2023-2026

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, site staff and 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 2023-2026

A: Improve and maintain access to the physical environment

Objective	Actions	Timeframe	Responsibility	Success Criteria
To ensure that the top floor of the performing arts building is fully accessible	<ul style="list-style-type: none"> Investigate whether repairs to the existing lift are possible Explore options for replacing the lift Explore alternatives to the lift Fund and install chosen solution 	By September 2025	Site Team	The top floor of performing arts is accessible to all students and staff
To ensure that the specialist chairs in school are inspected and maintained regularly	<ul style="list-style-type: none"> To establish a system of regular maintenance for the specialist chairs so that they are safe to use 	By summer 2023 and review annually	Site Team	Specialist chairs continue to be safe for students to use.
To monitor the physical environment and respond to individual needs	<ul style="list-style-type: none"> To monitor the accessibility of the school site during regular health and safety inspections To be aware of and respond to individual needs as new students and staff join the school To feed any identified actions into accessibility action plan 	Ongoing	Site Team and SENCO	The school site continues to be accessible to all.

B: Increase access to the curriculum for students with a disability

Objective	Actions	Timeframe	Responsibility	Success Criteria
To continue to offer a differentiated curriculum to all students	<ul style="list-style-type: none"> Continue to offer the Asdan qualification to meet individual student needs Develop the Engagement Centre provision Explore Entry Level qualifications in core subjects 	Review annually	C Mulhall C Flaherty SENCO	The curriculum meets the varied and individual needs of all students.
To continue to use resources tailored to the needs to students who require support to access the curriculum	<ul style="list-style-type: none"> Curriculum reviews SENCO to review needs via provision maps, SEND reviews and EHCP details Respond to findings Extend the use of reader pens for assessments to all year groups 	Review regularly September 2023	SENCO J Wellens C Mulhall	Curriculum resources are suitable for, and accessible by, students all students.
To ensure that curriculum resources include examples of people with disabilities	<ul style="list-style-type: none"> HoDs to review the diversity of their curriculum resources and respond as necessary 	By September 2024	HoDs	Curriculum resources across the school include examples of people with disabilities.
To continue to track progress for all students, including those with a disability	<ul style="list-style-type: none"> Student profiles to be updated based on data analysis Feed any new requirements into curriculum reviews (above) 	Review at each data drop	SENCO J Wellens	The progress of all student groups, including those with a disability, is tracked and data informs any required changes.
To monitor the deployment of Learning Assistants within departments	<ul style="list-style-type: none"> Include LA deployment in QA activities Share examples of good practice Take action to ensure students are well supported 	In line with QA activities	SENCO J Wellens	Learning Assistants provide high quality support which enables all students to make good progress.

C: Improve the delivery of information to students with a disability

Objective	Actions	Timeframe	Responsibility	Success Criteria
To continue to use a range of communication methods to ensure that information is accessible	<ul style="list-style-type: none">• Explore the use of large print resources across school• Explore the use of pictorial or symbolic representations within the curriculum and around the site	September 2025	HoDs SLT Site Team	All students can access information.