

# St. Mary's College



## Accessibility Plan

**2024/2025**

## **ACCESSIBILITY PLAN FOR 2020-2026 (and beyond)**

This plan is formulated in accordance with the Equality Act 2010, to provide plans for accessibility for students at St. Mary's College.

The Governors Body has three key duties towards disabled pupils:

- not to treat disabled pupils less favourably because of something arising in consequence of their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; and
- to plan to increase access to education for disabled pupils.

### **Purpose of the Plan**

St. Mary's prides itself on its welcoming atmosphere through its strong Christian values of thinking of others and helping those who are disadvantaged. This includes those with disabilities. Our Plan seeks to support this aim through 3 key strands:

1. **To increase the extent to which to which pupils can participate in the curriculum**
2. **To improve access to the physical environment (to increase the extent to which disabled students can take advantage of our curriculum)**
3. **To improve the delivery of information to disabled pupils to provide parity of opportunity with others.**

### **Guidance documents**

- Inclusive School (DfES 0774/2001)
- Children and Families Act 2014
- The Special educational needs and disability code of practice 2014
- The Equality Act 2010
- Guidance issued by the [Equality and Human Rights Commission](#)
- ISI inspection Handbook – Regulatory Requirements September 2015
- 'Schoolbus' online resource tool (through Liverpool Archdiocese)

### **Key contributors**

- Principal
- SEN/ Learning Support co-ordinator
- Site manager
- Business manager
- SEN Governor

## **Strand 1 – To increase the extent to which to which pupils can participate in the curriculum**

### Existing provision and recent improvements

- SENCO at the Senior School (with non-specialist assistants).
- Member of staff with responsibility for able, gifted and talented.
- Curriculum and Learning programmes differentiated by task and outcome.
- Links with educational psychologist; LA officers and therapists.
- Individual Learning Plans in place.
- Special arrangements made for internal exams, GCSEs and A Levels at the College.
- Strong Pastoral care helps to monitor progress of any disabled pupils.
- Regular Whole school INSET by SENCO on SEN.
- Screening and diagnostic assessment of all pupils for SEN upon entry to the College.
- Specialist tuition provided for Senior School pupils with SEN.

	<b>Targets</b>	<b>Strategies/Costs / Resources</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Targets achieved?/ review</b>
<b>Short Term</b>	More detailed and personalised IEP's for SEN pupils, particularly ASD	SENCO Time Staff training/ INSET	More specific and relevant support for pupils, particularly ASD	Easter 2024	Improving in quality/ review 1/9/24 <b>Yes, improved; still ongoing</b>
<b>Short Term</b>	More detailed and personalised IEP's for SEN pupils, particularly ADHD	SENCO Time Staff training/ INSET	More specific and relevant support for pupils, particularly ADHD	Easter 2025	Improving in quality/ review 1/9/25
<b>Medium Term</b>	Provision of electronic infrastructure to facilitate digital learning	ICT provision and efficiency improved; increase awareness of touch-typing and voice recognition technology	Pupils (e.g. ASD, ADHD, dyslexic) able to access resources through a variety of media including the network and touch Screen	July 2025	Some improvement 24-25; voice recognition in further progress/ review 1/9/25
<b>Medium Term</b>	Provision of dedicated resources to enable fuller participation by disabled pupils, particularly ASD	1. Training in dealing with the autistic spectrum e.g. OSSME 2. Curricular adaptations to enable physically disabled students to participate e.g. Art, DT, Cookery, PE, Music	1. Staff more aware and able to engage students on the autistic spectrum to ensure progress in lessons	September 2024	Training on a number of occasions/ review 1/9/24. <b>Yes, training completed 23/24; adaptations in progress</b>

	<b>Targets</b>	<b>Strategies/Costs / Resources</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Targets achieved?/ review</b>
<b>Medium Term</b>	Provision of dedicated resources to enable fuller participation by disabled pupils, particularly ADHD	<ol style="list-style-type: none"> <li>1. Training in dealing with ADHD</li> <li>2. Curricular adaptations to enable students to participate e.g. Timeouts,</li> <li>3. TA's 1:1 support</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff more aware and able to engage ADHD students to ensure progress in lessons</li> </ol>	September 2025	Training on a number of occasions/ review 1/9/25.
<b>Long Term</b>	Revise rooming arrangements, if needed, to enable wheelchair pupils to access fully inclusive lessons	<ol style="list-style-type: none"> <li>1. Identify ground floor Art Room as accessible alternative to current room</li> <li>2. Identify a means of accessing the Music House by wheel chair</li> </ol>	<ol style="list-style-type: none"> <li>1. Access to Art curriculum</li> <li>2. Access to Music curriculum</li> </ol>	September 2028	Review 1/9/25

**Strand 2 – Improving access to the physical environment (to increase the extent to which disabled students can take advantage of our curriculum).**

Existing provision and recent improvements

- Wheelchair access ramps to main Hall and Dining Hall at College.
- No-step access to main building.
- Disabled toilet on ground floor with wheelchair ramp (2016)
- Disabled toilet adjoining medical rooms (2017)
- Investment in stairlift access to stairs by tuckshop (2018)
- Improved access to reception to include disabled access (2018)
- Disabled parking place at College (2021)
- Entryway surfaces slip-resistant (2021)
- Lighting of access routes for new fence and entrance gates (2022)

	<b>Targets</b>	<b>Strategies/Cost / Resources</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Targets achieved?/ review</b>
<b>Short Term</b>	Door handles accessible from wheelchair height	Audit of current provision required	Handles to be altered if not accessible	Easter 2025	Some in place; ongoing/ review 1/9/25
<b>Medium Term</b>	Smooth, flat routes to exit gates and car parks	Resurfacing of key areas as projects proceed	Removal of kerbstones or trip hazards	September 2025	Still pending/ review 1/9/25
<b>Medium Term</b>	Independent access for wheelchairs to main College building	Electronic door entry at side of building by Heads of Key Stages Offices	Improved access to include disabled access	September 2025	Access improved; electronic door pending/ review 1/9/25
<b>Medium Term</b>	Induction loops for telephones, assembly hall	Installation of equipment	Hearing impaired pupils and visitors can access	September 2025	Pending/ review 1/9/25
<b>Long Term</b>	Smooth, flat routes to Sports Hall	Permission to adjust kerbstones on an un-adopted road	Removal of kerbstones or trip hazards	September 2026	Pending/ review 1/9/26
<b>Long Term</b>	Access for wheelchairs to Everest House.	Construct a ramp to rear entrance of Music House. Maintenance budget and Business Development Budget.	Disabled access to specialist music rooms in key area of extra activities. All improvements to, as appropriate, be in line with DfE guidance.	September 2028	Review 1/9/25

### Strand 3 – Improving the delivery of information to disabled pupils to provide parity of opportunity with other pupils.

Existing provision and recent improvements

- Use of pupil's own enhancement equipment.
- Printed notes provided for students unable to write quickly or maintain pace in class.
- Entrance exam papers to be offered in larger script and/or on coloured paper if required.
- Extra time, readers and scribes in entrance examination as required
- Use of listening devices and microphones for teachers/pupils.
- Permission of photographic copying of board notes, under supervision
- School responds to requirements for public exams as detailed in reports for individuals.
- Staff training in ASD provided by OSSME to staff (2021, 2022 and 2024)

	<b>Targets</b>	<b>Strategies/Costs /Resources</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Targets achieved?/ review</b>
<b>Short Term</b>	Improve provision of support in class to assist learning of pupils	Advice and INSET guidance to staff co-ordinated by SENCO.	INSET session given by SENCO to be completed ASD training to be provided by OSSME	September 2024	INSET review July 2024
<b>Short Term</b>	Provision of dedicated resources to enable fuller participation by disabled pupils	Training in dealing with ADHD		September 2025	Review 1/9/2025
<b>Medium Term</b>	Provision of dedicated resources to enable fuller participation by disabled pupils	Incorporation of large-print, tactile, colour, audio alternatives for information media		September 2025	Resources building up/ review 1/9/25
<b>Medium Term</b>	Induction loops for telephones, assembly hall	Installation of equipment	Hearing impaired pupils and visitors can access	September 2025	Pending/ review 1/9/25
<b>Long Term</b>	If required by any pupils, touch-screen technology to enable students to access subjects without being hindered by poor motor skills	Introduction of touch-screen technology. Audio books for English literature	Access to subjects equal to those without a disability	September 2025	Pending/ review 1/9/25
<b>Long Term</b>	To make all written documentation provided to prospective parents and students available in alternative forms, as required	Introduction of audio and visually accessible media for school documents	Universal access in place	September 2026	Pending/ review 1/9/26