



Accessibility Plan

Revised: January 2015

Review date: January 2016



We are all formed in the image of Christ. We recognise that all our pupils must have the chance to grow and develop – irrespective of their circumstances.

Vision and values

We have high aspirations and expectations for our children and young people with special educational needs and disabilities. It is our aim to ensure full entitlement and access for pupils with special educational needs and disabilities to high quality inclusive education within a broad, balanced and relevant curriculum so that they can reach their full potential, become confident individuals and make a successful transition into adulthood.

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

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

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, autism, Down's syndrome and hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell

anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Information gathering

- 11.5% of students currently on roll are on the Special Educational Needs (SEN) register. Of these students the category of need is as follows:
 - Autism – 13 pupils
 - Social, Emotional and Mental Health – 17 pupils
 - Visual Impairment – 2 students
 - Speech, Language and Communication – 10 students
 - Hearing Impairment – 4 students
 - Physical – 5 students, 4 of whom have mobility impairments
 - Moderate Learning Difficulties – 27 students
 - Specific Learning Difficulties (e.g. dyslexia or dyscalculia) – 28 students

In addition, 2 pupils are diagnosed with epilepsy and 3 with diabetes.

Strengths

- The school's historical commitment to improving accessibility means that the LEA consider Cardinal Allen Catholic High School to be the most accessible school in the local area, providing a high level of accessibility for mobility and visually impaired students
- All areas of the curriculum are accessible to disabled students
- Reasonable adjustments are made appropriately to maximise opportunities for pupils to participate in off-site and extra-curricular activities.
- The needs of disabled pupils are intrinsic to school's policies, practices and procedures.
- Rigorous checks and interventions are made to ensure all children, including those with Special Educational Needs and Disabilities (SEND), are making at least expected progress.
- All students are prepared to make a successful transition into adulthood through careers education, work placement, PSHCEE and through bespoke courses available in KS4 for pupils with SEND.
- Additional support is formally and informally given at transition stages, on a personalised level, at SEND reviews involving outreach services such as the YPS.
- The school is successful in making transition for students starting in Year 7 with SEND.
- There are regular and frequent opportunities for staff to liaise about identification and progress of students at Academic Board meetings, Curriculum meetings, Pastoral Team meetings, SLT meetings and TA meetings.
- The Special Educational Needs Coordinator is a member of the Senior Leadership Team.
- A range of SEND provisions are in place.
- Teaching Assistants are deployed with increasing effectiveness, in line with national and international research findings (Russell, Webster and Blatchford, 2013).
- Pastoral support is outstanding for all pupils, including those with SEND.

Areas for development

- One first floor area of the school (Maths in the Allen building) is currently inaccessible for wheelchair/walking frame users.
- Accessibility around some areas of the school could be improved for pupils with mobility impairment (e.g. uneven paving in the Quad).
- Lighting in parts of the school could be improved.
- Alternative activities in PE could be even further extended for pupils with mobility impairment.
- The school minibus has no wheelchair access.
- ICT used for exam access arrangements is in need of updating owing to the age of the equipment.
- Provision for pupils with SEND in numeracy and speech, language and communication is in need of further development.

How the plan was made

The plan was informed by the views and aspirations of disabled pupils, their families and the priorities of the school. Specific actions are planned as a direct result of the involvement of pupils and their families. Mr. Large, School Business Manager, in conjunction with Governors, the Headteacher and SENCo, has been responsible for implementing the plans during the course of the previous 3 year accessibility planning cycle and for creating the plan below for the coming 3 years and beyond.

Actions completed during previous accessibility planning cycle : 2011 to 2014

Time	Target Area(s)	Resources	Outcome(s)	Comments
Summer 2011	To develop independent learning skills and access to the school curriculum with opportunities for support out of school hours.	School Budget	Homework club established	
Summer 2014	Professional development, guidance and advice re. SEND	LS Budget	Bespoke training delivered	Delivered by Specialist teachers
Summer 2011	Extended, high quality, specialist provision for 1:1 and small group work to accelerate the progress of identified groups of pupils	LS Budget and School Budget	SpLD and ASD provision established	Training by Specialist teacher delivered by HLTA and L3TA
Summer 2014	Lesson objectives available in advance to students and Teaching Assistants.	N/A	Effective Deployment of TAs (EDTA) change team	EDTA policy in place. Audits show improvement.
Autumn 2013	Enrich curriculum provision for Foundation Learning pupils.	School Budget	Development of Key Skills, Vocational and Study+ options	Led by JST, JBO, MBO. ASDAN and bespoke SOW in place
Summer 2014	Brighter/more lighting in some corridors.		LRC corridor completed.	Managed by BM (JLA)
Summer 2011	Modify the doors to swing both ways in the Learning Support area and disabled toilets to make them more accessible for wheelchair users and in event of emergency.		Completed.	Managed by BM (JLA)
Summer 2014	Reflective coating on all external windows to reduce glare at certain times of the day.		Coating on south facing windows	Managed by BM (JLA)
Autumn 2013	Tablet/lap top and large print text books for pupil with visual impairment	LA (Blackpool) funded	Completed (KS4)	Managed by NCA
Summer 2010	Upgrades to classroom facilities on a rolling programme. Rooms updated included 26, 25, 24, 23 22 & 21 + new Chaplaincy Office. In addition, the Flat Roof above MFL and RE Corridors was also replaced	School Budget, Specialism Funding and DFC	To bring classrooms up to date with interactive facilities and modern decor and furnishings Summer 2010 MFL and RE Classrooms were refurbished and the roofing replaced	Programme priorities to be worked-up by SLT
Summer 2011	Upgrades/refurbishments to following Rooms: Room 11 –installation of ICT. Room 15 –installation of Smartboard.	Funded from Revenue Budget	Classrooms brought up to modern standards and on-going cosmetic maintenance completed	Project to be managed by BM

	Room(s) 9, 10, 11 & 15 installation of Smart boards.			
Summer 2012	Upgrades/Refurbishments as follows: Lease of 59 PCs and Monitors + 5 Smart boards to continue ICT upgrades. Front Car Park modifications + ICT provision for Room 9	Revenue Budget	Part of continued upgrading of school facilities	Projects managed by BM
Spring 2013	Improvements to classroom teaching environment (lighting)	Revenue	13 classroom switching changed from left/right to front/back to facilitate better use of smartboards	Reduction in glare from lighting onto boards
Summer 2013	Installation of Cash-less system for payment of school meals	Revenue (Pupil Premium Grant 2012)	Increased take-up of school meals. Modern, safe system with removal of need for pupils to carry cash and part of holistic review of catering arrangements	Lancashire Cash Registers chosen as the supplier. Go live date was 1 July 13
Summer 2013	Adaptations to Room 4 to facilitate English Intervention Lessons.	Cost was minimal (self-help) work undertaken by Site Staff	DIY modifications in the main and using existing materials	Room was not under specific 'ownership' and, these modifications at little cost to the budget will allow lessons to be taken in the room.
Summer 2014	Supply of Smartboard for Room 4.	Revenue		Part of continued improvements to school ICT provision
Summer 2014	Replacement of bespoke door and frame outside LRC with door with vision panels	Revenue	Safety issue, door ill-fitting and potentially dangerous as there was no vision panel	Improvement to site

Accessibility Planning 2014-2017

Time	Target Area(s)	Resources	Outcome(s)	Comments
To be Decided – dependent on funding availability	Continued replacement/upgrades of school ICT provision	DFC/Revenue	Rolling programme of replacement – Plan to have all classrooms fitted with Smart boards	School strategy is to lease rather than purchase
To be Decided – dependent on funding availability	Replacement of stair-lift in Allen Building	DFC	To allow all pupils access to upper level of Allen Building (currently being managed by adjusting room timetabling)	Stair-lift unusable since Spring 2010 and beyond economic repair (parts unavailable and lift is obsolete) Not a priority for the School at present but timetabling is becoming more of an issue. The decision not to replace the lift will need revisiting.
Autumn 2014	Install a Wii and balance board in the PE classroom	LS Budget	To extend provision for pupils unable to participate in certain PE activities	
Spring 2015	Extend the provision of ICT (laptops and tablets)	TBD	7 tablets purchased. A further 4 pupils require this provision. 2 laptops needed to replace old and obsolete equipment.	
Spring 2015	Update job descriptions for new support staff	N/A		
To be Decided – dependent on funding availability	Improve signage around the building	TBD	Teachers, subjects and room numbers more visible	

6 year estimate dependent on funding availability	Purchase a minibus with wheelchair access when it is time to replace the existing minibus	TBD	Estimated minibus renewal is in 6 years	To be considered at time of replacement
To be Decided – dependent on funding availability	Make part of the court yard more even	TBD	Improved access around the site	High cost project
Summer 2015	Install rails outside the Allen Building	TBD	Improved access around the site	Rails requested to the right of the entrance on the slope.
As req'd	Maintain the lifts.	Engineers	Lifts consistently in operation	
To be Decided – dependent on funding availability	Improve lighting along LS/History/Music/Art corridor.	TBD	To allow better visibility for pupils	This forms part of school development building plans
Summer 2015	Additional SEND provision in numeracy and speech, language and communication	Specialist teacher Budget	Delivery to small groups by Specialist Teacher, training HLTA and TA3 for future delivery	
Summer 2015	Improve deployment of TAs	CPD	Teaching staff and TAs practice improved. CPD delivered by specialist teacher	EDTA policy created by HHE in place

Making it happen

The Governing body delegates responsibility for the accessibility plan to the Headteacher. The Headteacher delegates responsibility to the Business Manager and the SENCo to ensure the plan is implemented and reviewed annually.

Evaluation

The plan will be evaluated and reviewed annually by the SENCo and renewed every three years.

Getting hold of the school's plan

A copy of the school's accessibility plan is available for parents and carers in a variety of different formats and languages on request from the school office. The plan is also available on the school website at:

www.cardinalallen.co.uk

Consultation

We are always looking for ways to improve our accessibility. Therefore all our partners' views are highly valued. If you have any thoughts, comments or ideas on this or other aspects of accessibility we would be grateful to receive them.

Contact us

You can contact us in the following ways:

Post: Cardinal Allen Catholic High School, Melbourne Avenue, Fleetwood, FY7 8AY

Telephone: (01253) 872659

Fax: (01253) 772143

Email: via the school website www.cardinalallen.co.uk

Other plans

Recognising the school's duties under other parts of the Equality Act 2010, all our other plans and policies are available in a range of different formats on request from the school office.

Cardinal Allen Catholic High School - A Specialist Maths & Computing College
Melbourne Avenue, Fleetwood. FY7 8AY
www.cardinalallen.co.uk head@cardinalallen.co.uk 01253 872659
@CardinalAllen