Cardinal Allen Catholic High School
Accessibility Plan

Updated June 2021

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.

During the transition period between Year 6 and Year 7, we hold meetings with Primary Schools to ensure all necessary arrangements are in place to support pupils when they begin secondary school. Extra meetings or visits can also be arranged to ensure pupils, parents and carers feel confident with the transition.

Information gathering

14% of students currently on roll are on the Special Educational Needs (SEN) register. Of these students the category of need is as follows:

- Autism – 5 pupils
- Social, Emotional and Mental Health – 30 pupils
- Speech, Language and Communication – 9 pupils
- Hearing Impairment – 2 pupils
- Physical Disability – 8 pupils
- Moderate Learning Difficulties – 28 pupils
- Specific Learning Difficulties (e.g. dyslexia or dyscalculia) – 34 pupils

Accessibility Plan – Current Students

Physical Access

Targets	Strategies	Outcome	Time Frame	Responsibility
Ensure lifts are regularly checked and maintained	Learning Support and Pastoral Team to alert Business Manager to any issues with the lifts. Regular discussions with pupils who access the lifts.	Lifts to be regularly maintained and available for use.	Ongoing.	Business Manager. Site Maintenance Team.
Purchase a minibus with wheelchair access when it is time to replace the existing minibus	Look into the options available for wheelchair access when a new minibus is purchased.	Wheelchair access to be available when using the school minibus.	Finances depending – option to be explored when a new minibus is purchased.	Business Manager.
To ensure that evacuation procedures are in place for pupils with mobility difficulties. All staff to be trained in the use of the Evac-Chair.	Pupils who have mobility difficulties to be aware their own individual procedures for evacuating school in an emergency. Pupils who require the use of the Evac-Chair to be familiar with the process.	Staff and pupils are aware of evacuation procedures. All staff to be confident with how to use the Evac-Chair.	Reviewed annually. All staff trained in how to use the Evac-Chair in Autumn 2017.	Business Manager. SENCO. All staff to be aware.

To ensure that there is access to suitable accessible toilets.	Learning Support and Pastoral Staff to make relevant pupils aware of the location of the accessible toilets. Key to be kept in Learning Support to main accessible toilet.	Accessible toilets are available for all pupils who require them. Closo-mat toilet available if needed in future (no pupils with current need).	Reviewed annually.	Business Manager. SENCO. Equipment serviced as per the guidelines set out by manufacturer.

Curriculum Access

Targets	Strategies	Outcome	Time Frame	Responsibility
A flexible curriculum which is carefully designed to meet the needs of all learners.	**KS3:** Specialist Support Teacher lessons to boost skills for pupils with SLCN and SpLD needs. Literacy withdrawal lessons for pupils who require extra support in this area. Differentiated teaching in all lessons. Individual needs of pupils communicated with all teaching staff.	All pupils able to access the curriculum and feel able to achieve.	Ongoing. SENCO to regularly update and remind staff of individual needs and support required. Weekly progress meetings in Learning Support to monitor the progress of pupils and ensure that support is targeted in the right areas.	All teaching staff. SENCO.

	TA support in lessons. **KS4:** Specific course designed for pupils who attended listeracy withdrawal sessions in KS3. ASDAN course delivered and pupils given the opportunity to learn in a range of styles and gain valuable life skills and experience. Access Arrangements put in place to minimize barriers to taking exams. Differentiated teaching. TA support in lessons.			
Specialised equipment provided for pupils with specific needs.	Consulation with pupils, parents, carers and specialists to ensure that the correct equipment is used to maximize potential.	Pupils with specific needs are provided with the correct equipment to ensure that barriers to learning are minimised.	Ongoing – led by individual needs of pupils.	SENCO.
Review of laptop usage policy to ensure all pupils	Pupils who are identified as needing to use a laptop	Pupils who have physical difficulties or significant	Ongoing – led by the individual needs of pupils.	SENCO.

who need this support are able to use a laptop in lessons and for examinations.	in lessons are able to bring in their own laptop for their own individual use. Pupils sign an acceptable use policy before they are given permission to use their laptop in school. Pupils use school laptops for examinations.	handwriting difficulties are able to use laptops in lessons and in examinations.		

Access to information

Targets	Strategies	Outcome	Time Frame	Responsibility
Information about SEN matters to be made available via the school website. Hard copies also to be available upon request.	SEN policy, local offer and Lancashire local offer to be available on the school website. Information about staff in Learning Support to be available on the school website. All of the above to be available as hard copies from the school office, if required.	Parents and carers to have easy access to SEN information.	Updated annually.	SENCO.

Ensure that all printed information needed for examinations and lessons are made accessible for pupils with VI or visual stress disorders.	Pupils with VI needs are provided with adapted materials needed for examinations and lessons. Pupils with visual stress disorders to be provided with examination, reading and lesson materials in their preferred coloured paper.	All pupils to be able to access relevant information needed for their examinations and lessons.	Reviewed annually in meetings with SENCO and Examinations Officer. Specific pupil information given to teachers via stickers for registers and IEP documents.	SENCO. Examinations Officer. Teaching staff.