Accessibility Plan

Introduction

Painsley Catholic College occupies a large site, with the main entrance situated on Station Road, Cheadle Staffordshire. The Academy is close to Cheadle town centre and provides safe access to and from the school for both pedestrians and wheelchair users. The Academy is a catholic secondary school, part of the Archdiocese of Birmingham and a member of St Gabriel the Archangel Catholic Multi-Academy Trust Company Number 08146661.

There are approximately 1326 Students aged from 11 – 18. In addition, there are approximately 180 teaching and professional support staff on site. Students who travel to the College via school transport and safely dropped off and picked up from the 'Bus Park' opposite Painsley Catholic College on Station Road. There is a crossing Patrol person on duty daily along with a number of staff ensuring students arrive and leave the College safely.

Students are of all ability ranges, with a smaller than average number with special education needs. Painsley also has Golden Thread Teaching School and Maths Hub status and provides training facilities for teachers and support staff from other schools. The College also provides facilities to community-based activities outside school hours.

The College was opened in 1964 and over the past sixty years has seen the College site and buildings expand to include: two car parks, extended dining room and kitchen facilities, gymnasium, Music and Drama suite, purpose-built Art, Science, IT and Technology rooms, Modern Foreign Language Teaching Block, a Religious Education Teaching Block (Pentecost building), Digital hub, outside Multi-Use Games areas, additional offices, training room, staff room, medical room, designated SEN teaching and intervention rooms, new and refurbished toilets for staff and refurbished toilets for students, disabled toilets and lift access. Painsley is currently building a digital hub for T Level delivery and refurbishing the gymnasium. At all times, Equality Act compliance has been observed with all changes and new builds at the College. In addition, signage is updated annually across the College.

Painsley Catholic College aims to provide a curriculum accessible to all its students, differentiated to meet individual needs and abilities and free from discrimination on any ground. The Accessibility Plan aims to ensure that, through careful planning, barriers to learning are eliminated.

Financial Planning and Control:

The Principal with the Leadership Group, together with Directors on the Resources committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time, the School Accessibility Plan actions will be integrated into the College Implementation Plan. The Plan will also be monitored and reviewed by Directors at the as part of the annual review of policies.

Related Policies:

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

College Implementation Plan
Academy Implementation Plan
Equality Policy and Objectives

Staff Training and Implementation Plan
Health and Safety
Educational Visits
Rewards and Sanctions Policy
Assets Management Plan
Complaints Policy
Estates Strategy

Schools are required under the Equality Act of 2010 to have an accessibility plan.
The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

The Painsley Catholic College Accessibility Plan seeks to address the statutory requirements of the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links to the SEN Code of Practice (2014) and to past legislation.

Our school aims to treat all its pupils fairly and with respect. This involves:

- Providing access and opportunities for all pupils without discrimination of any kind.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.

Schools are required to produce an Accessibility Plan, published and evaluated annually, which identifies the action the schools intend to increase access for those with a disability in three key areas.
The three areas are:

- Increasing the extent to which disabled pupils are able to participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

In addition, the Disability Equality Duty (2006) required all schools to:

- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of those with a disability.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

1A: The purpose and direction of the school's plan: vision and values The school Mission statement exemplifies the vision and values behind the plan:

In our college we value and respect every person as a child of God, as we grow together in faith, knowledge, understanding and love to serve the community.

The school access plan will focus on removing barriers to access and positively promote the involvement and successful participation of pupils with disabilities.
Painsley Catholic College has high ambitions for all its students and expects them to participate in, contribute to and achieve in all aspects of school's life.
Painsley Catholic College is committed to equal opportunities as determined by the National Inclusion Statement and supports those aims to

- Set suitable learning opportunities
- Respond to students' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of students.

1B: Information from pupil data and school audit

- The nature of the school's identification and commitment to disability is clear
- The school is impacting well on these issues
- Staff are constantly updated on the provision for and best methods for improving access for a wide range of disability.
- We provide very well-adjusted timetables that can provide personalised learning for students. We do everything we can to ensure they have access to the full curriculum; the relevant curriculum; school visits
- Staff and students are well served by being well informed on the nature and individual detail of disability. This is updated throughout the year

1C: Views of those consulted during the development of the plan

Views are taken at SEND planning meetings, SEND coffee mornings, Learning Passport review meetings and EHC plan reviews. There is a very positive opinion regarding the provision for and access by students with disabilities. These meetings give us a chance to reflect on what we do and make adjustments when needed.
We constantly monitor and intervene on behalf of all students identified as having SEND. Also, we conduct 'structured' conversations' with all these students, their teachers and their parents in a formal way 3 times a year.

2A: Increasing the extent to which disabled students can participate in the school curriculum.

- Daily meeting with TAs serve to inform their role / support their work with disabled pupils.
- CPD activities are arranged for all staff, e.g. Autism Awareness Level 1 and Hearing Inclusion/Deaf Awareness training are provided annually or as required.
- By engaging the help of support of outside advisers we will enhance knowledge and techniques of staff.
- Staff and directors will be made aware of their responsibilities and requirements under the new legislation.
- Advice will be given on classroom layout for students with disability, e.g. Hearing Impaired to be sat near front, what side of room and don't speak with your back turned towards them when writing on the board.
- The majority of advice and help is contained within the guidance placed on our shared area. Specific advice and help with individual students is distributed to staff regularly and through link teachers or support staff as required. This also takes the form of a written document for all staff that details all SEND issues, all SEND students and their Learning Passports. It offers guidance to staff on how to get the best from the students.

- Lessons are for all to achieve in. Differentiation and micro-differentiation are a key focus of teaching and learning and work scrutiny. Many TAs are employed within school to facilitate access.
- Access is enhanced and provided by effective deployment of TAs and Learning Mentors.
- Access is enhanced by deploying multi-sensory techniques, e.g. employing techniques including work done individually, in pairs, groups and whole class.
- All students have access to and participate in all practical, expressive and physical activities through the Learning Support Team inclusion is frequently discussed.
- We are providing adaptations to the curriculum that enhance inclusion.

2B: Improving the physical environment of the school.

- We have continued to make improvements installing lifts and ramps, lowering curbs and ensuring that designated parking is clearly marked.
- cater for disabilities in our transport arrangements including sports / PE coaches / school minibus bookings.
- have improved lighting and are re-carpeting areas on a rolling programme.
- support students with mobility difficulties by special arrangements e.g. being allowed to leave lessons 5 minutes early.
- suggest alternative activities for disabled pupils who cannot engage in particular activities.
- Provide ICT facilities for disabled students which reflect and support our current population and are regularly reviewed and upgraded in the light of changed circumstances or new intake.
- on school visits take into account students with disabilities. Visits are planned for in advance, an assessment is undertaken and an action plan produced. We aim to ensure that all students will have the opportunity to participate in school visits irrespective of attainment or impairment.
- ensure staff have the necessary training to teach and support students with disabilities, and regularly assess training requirements for new staff or with regards to new need.
- plan lessons responsive to student diversity. Projects and lessons that educate the whole community of disability, e.g. PSHE Citizenship
- provide a specific classroom – A2, Library, B8, B9 and B10 designated for students with a Learning Passport and with Learning Needs.
- review our emergency evacuation policy to ensure that physically disabled or immobile individuals are fully considered.
- will ensure that any new build / major upgrade will incorporate full access arrangements for disabled people, including suitable furniture (adjustable) and fittings (e.g. non-slip flooring).

2C: Improving the delivery to disabled stakeholders of information that is provided in writing for those who are not disabled:

- Currently provide information in large print, for students and prospective students and parents who may have difficulty with standard forms of printed information. If requested we will also provide material in user friendly language, symbols or in Braille.
- ensure that the benefits of ICT can be used, if necessary, to provide and access information available in different forms, and special requirements will be met wherever practicable.

The accessibility plan commits Painsley Catholic College to endeavouring to:

- increase access to the curriculum for students with disabilities.
- improve access for students and parents with disabilities to written information.
- improve the environment to improve access for students and parents with sensory impairments.
- improve the physical environment of the school to increase accessibility.

• improve our knowledge of what works: the learning we have gained; the physical alterations/improvements already made to continue to improve accessibility as far as is practical and financially viable.

DES/AP action plan

Aims

a) To increase the involvement of those with disabilities in deciding action that impacts upon them.

b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality regarding access to information.

c) To evaluate and report to parents on the success of the action plan in meeting its targets.

Improving the Physical Access

Action	Success criteria	Lead person
To consider outdoor safety for the visually impaired	To repaint the edges of the outside steps with yellow paint	RAW/CT
To improve the internal staircases for safety for the visually impaired	Paint the edges of the stairs with yellow paint or highlight with a metal strip	RAW/CT
To improve the internal staircases for safety for the visually impaired	Adapt lighting of stairwells with automated system	RAW/CT
To Maintain an accessible lift	Maintain and service the lift in good working order	RAW/CT

To maintain an accessible toilet for the physically disabled with room for a wheelchair	To maintain one unisex accessibly toilet on the A floor. To install an accessible toilet on other floors and buildings as money allows.	RAW/CT
Easier access to departments and rooms for students and visitors	More signage with words and symbols in corridors	RAW/CT/TL
Increase learning support facility with access to a suite of rooms and offices	A2, B10, library, B9, B8 to be accessed as safe rooms and learning support designated area	RAW/GE

Improving the Delivery of Written Information

Action	Success criteria	Lead person
Make available school brochures and other information for parents in alternative formats	Review all current school publications and promote availability in different formats for those who require it	GE

To review documentation with a view of ensuring accessibility for students with visual impairments	Seek advice from hearing and visual support service and use IT materials/exam modification arrangements as required	GE
To raise awareness of adults working at and for the school on the importance of good communication systems	Continue to arrange training courses with health care staff, AIT, hearing and visually impaired	GE

Improving the Curriculum Access

Action	Success criteria	Lead person
To provide training for teachers on differentiating the curriculum	Audit staff training requirements and develop a training programme accordingly	TL/ GE
To provide training for teachers on a range of SEND information and additional needs	Audit staff training requirements and contribute to staff training briefings/INSET/ meetings	GE

All out of school activities planned to ensure the participation of the whole range of students	All out-of-school activities completed in an inclusive manner with access for all students	GE
Classrooms organised to promote participation and independence of all students	Consideration given to the layout of furniture and equipment to support learning	TL/GE
Access to internal and external examinations for all students	Continue to assess students for examination dispensation and arrangements made accordingly	GE/ FW/ EK, LJ
Training for awareness on disability issues	To provide training for directors, staff, students and parents as necessary	TL/GE

Approved/reviewed by	
Miss G Everiss	
Date of next review	September 2027