



## ACCESSIBILITY PLAN - 2018 to 2020

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students and staff with a disability can take full advantage of the education and associated opportunities provided by Loreto High School.

### **Definition (Equality Act 2010)**

“A person has a disability 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 carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes students with a wide range of conditions, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

**A significant number of students and staff are therefore included in the definition.**

### **Normal day-to-day activity**

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

## **1) Curriculum – The Current Position**

- Establishing a supportive pastoral system which encourages and supports all students;
- Advanced planning for students based on good information from primary partners;
- Liaison with external services and agencies regarding individual students (physical, sensory, behaviour);



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- Ensuring the effective use of TAs both within and beyond the classroom;
- The effective implementation of IEPs through the sharing of targets and strategies with staff;
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Amanuensis, laptops etc.);
- Provision of a tailor made programme of breakfast, break and lunchtime activities to support and develop all students;
- Using 'P Scales where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations;
- Expansion of KS4 options to include a broader range of courses, including BTECs, COPE, Study Skills, ASDAN and ECDL;
- Provision of SEN specific training for TAs and teaching staff;
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; to suit all learning styles;
- Development of Formation Time;
- Offering of personalised curriculums (e.g. college courses, entry level certificates and Alternative Curriculum) at KS4 where the traditional subject mix would be inappropriate;
- Effective liaison with external agents to provide specific support where necessary;
- Use of software to provide specific/targeted support;
- Effective use of SISRA and Raise online to monitor progress and identify where personalised interventions are required;
- Transition of students with special needs from primary to secondary education.
- Hub – Specialist unit and staff.
- QA of Transition data – supported by school strategies (PE Inclusion strategies).

### Priorities for 2018-20

- To encourage students to participate in student leadership opportunities;
- To encourage students to access extra -curricular activities;
- To ensure all aspects of the new SEN framework are implemented;
- To further develop the use of SISRA and SIMS to improve the recording and monitoring of student data;
- To review the effectiveness of TAs in the class and to implement strategies to address any issues;
- To ensure all staff have the strategies to successfully teach students with disabilities through focused and effective training;
- To evaluate the full range of qualifications available to ensure our students are given the best opportunities to succeed.
- Effective systems to share relevant information with class teachers (Safeguarding briefings).
- Medical information for new students (Year 7) – PE practical specific section on transition information.

### 2) Physical Access – The Current Position

- The majority of our site is wheelchair accessible;
- Disabled Parking Spaces in the main car park;
- Parents have the opportunity to request access arrangements for Parents 'Evening ;
- Disabled toilet facilities available on the ground, first and second floors of the main building;
- Space for small group work and individual work for targeted learners in Learning Support;



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- Our physical environment that is safe and welcoming;
- Handrails on all stairs;
- Clear visual signage;
- Lift in main building providing access to all floors

### **Priorities for 2018-20**

- To review the site annually ;
- To address any concerns arising from the annual site inspection or new student intake;
- Ensure any new builds are designed to maximise access;
- Review strategies for improving access to upper floors;
- Access to the Astro turf i.e. ramp.
- Ensure adequate visual signage for disabled toilets on first and second floors.

### **3) Written information -The Current Position**

- All information from Parents Information Evenings is placed on the website.
- The Accessibility Plan is available upon request.
- Trained TA's available.
- Translators and interpreters are permitted at parents Evenings if required.
- Private rooms are available for Parents Evenings when required.
- Facilities are available to enlarge and modify resources used by students.

### **Priorities for 2018-20**

- To promote and improve the liaison between TAs and teaching staff to ensure written information is available for modification
- Increased use of parentmail , Groupcall text messaging service and email to improve home-school communication

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. The Accessibility Plan should be read in conjunction with the following school policies, Strategies and documents:

- Equality Policy
- Health & Safety Policy
- Special Educational Needs Policy
- School Behaviour Policy
- School Improvement Plan
- Asset Management Plan
- GDPR Policy

Approved: 12<sup>th</sup> November 2018