



Our Lady's Catholic College



Disability Equality Scheme

And

Accessibility Plan



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Disability Equality Scheme and Accessibility Plan 2017

Ethos:

Our vision is to develop well-educated, considerate and caring citizens with a strong sense of values who will succeed in and contribute to modern society

Aims:

In line with the Equality Act 2010 the aims of this policy are to:

1. Ensure all students including those with a disability as defined within the Equality Act, have access to a full and broad curriculum
2. Ensure that reasonable and suitable adjustments are made to the physical environment to ensure students and staff with a disability are able to participate fully in school life
3. Respond to individual student and staff need to make suitable adaptations to the physical environment
4. Overcome potential barriers to learning and assessment for students with a physical or learning disability

Admissions:

Reasonable Adjustments:

The school's duty to make reasonable adjustments is summarised in the Equality Act 2010 as:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Our Lady's Catholic College is committed to making reasonable adjustments for students with physical disabilities and learning disabilities. These are explained in further detail below.



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Information of Students' Needs and plans for Accessibility

- Whole staff training is provided to share information on individual students.
- Where appropriate, specific advice is provided from Advisory services such as QEST, the Visual Impairment or Hearing Impairment Team.
- Feedback from lesson observations or student tracking activities provide specific support on improving accessibility where appropriate.
- Details of reasonable adjustments to be made by teachers and support staff are provided on the Portal.
- Summary reports of Health Care reports are written, shared with staff and stored in centrally accessed electronic files.
- Individual students are reviewed by the SEND team review and any relevant actions for modifying reasonable adjustments are made.

Accessibility and Reasonable Adjustments for Students with Physical Disabilities:

- During transition procedures, the Pastoral and Learning Support teams request information from previous schools about any physical disabilities.
- The Pastoral and Learning Support teams review all information and may arrange for a meeting with the student and family before the point of transition.
- Where the student also has a Statement of Special Educational Needs or an Education, Health and Care plan (EHC), the SENCO or his/her assistant will attend the relevant meeting.
- Where appropriate, students have access to physical aids such as adapted equipment and tools in Technology or Art.
- Where appropriate, students have access to ICT to support with visual impairments.
- During the first two weeks of transition, SEND track and monitor how well students are accessing the physical environment and report back to the SENCO who will liaise with other staff as appropriate.
- There are lifts in each building and ramp access to all buildings. The only exception to complete physical accessibility is the first floor area above the library and this can only be provided when capital funding becomes available.
- Where appropriate, students are permitted to leave lessons 5 minutes earlier than other students with a peer to allow for ease of accessibility across the site.
- All school visits are planned to accommodate any students with physical disabilities.
- Transport arrangements are made with the family or local authority where appropriate so students have easy access to the school buildings



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Accessibility and Reasonable Adjustments for Students with Learning Disabilities

- The SENCO and Learning Support team lead the development and management of the provision for students with learning difficulties.
- CPD activities are regularly available for relevant staff including Autism awareness, and supporting students with ADHD.
- The school promotes dyslexic friendly approaches as an effective way of providing Quality First Teaching for all students
- Support and advice on effective differentiation strategies are provided through workshops, through feedback from observations and learning walks and as part of whole staff training, NQT training and new staff training.
- Where appropriate, a modified or alternative curriculum is provided to ensure students have equal opportunities to achieve.
- At key stage 4, through consultation with the student and their family, students embark on an option package.