

Notre Dame High School, Norwich

Accessibility Action Plan 2021-2024



Purpose of the Plan

The purpose of this plan is to show how Notre Dame High School, Norwich intends, over time, to increase the accessibility of our school for disabled pupils and staff. This plan is to be read and reviewed in conjunction with the St John the Baptist Catholic MAT, Equality & Diversity Policy.

Definition of Disability

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 – Equality Act 2010

Legal Background

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief and sexual identity.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. We understand that from time to time further legislation and guidance is published by Government and relevant legal bodies and we will continually monitor and implement relevant policy and practice to ensure compliance.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA and access around the site for staff with a disability:

- increasing the extent to which disabled pupils and staff can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils and staff can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education;
- improving the delivery to disabled pupils and staff of information, which is provided in writing for pupils who are not disabled. e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` and staff disabilities and the preferred format of pupils and be made available within a reasonable timeframe.
- Notre Dame High School, Norwich aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.
- As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through audit, data collection, parental discussions and in consultation with feeder schools as deemed necessary and in line with the Chapter 6 of the SEND Code of Practice 2015 which states '6.9 All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.'

'You are, all of you, sons of God through faith in Christ Jesus. All baptised in Christ, you have all clothed yourself in Christ and there are no more distinctions between Jew and Greek, slave and free, male and female, but all of you are one in Christ Jesus.'

(Galatians 3: 26-29)

The Gospel itself leaves us in no doubt that our belief in its values should place us in the forefront of the movement for equality between all members of our community of schools.

Objectives	Strategy	Impact / Success Criteria	Person Responsible	Timeline and Evaluation Process
Carry out an audit covering accessibility issues with a small sample of identified students	<p>Involve students and staff who have an on-going disability to help audit the site with a focus on accessibility.</p> <p>Historical knowledge of known challenges has also informed this plan, for example, access to Geography, Music and St Johns. Case studies of student experience in relation to changing need and access has provided context of need.</p>	Development of recommendations from the audit to inform the accessibility action plan.	Assistant Headteacher with responsibility for Site Development and SENDCO	January 2021 onwards to involve a sample of students at the planning stage
To improve access to Geography and Music through the installation of a lift as part of the mezzanine project work.	Incorporate at the design and planning stage of the mezzanine build.	Access achieved for wheelchair users and other students and staff with mobility problems to Music and Geography without having to use external gates to the school.	Assistant Headteacher with responsibility for Site Development Business Support Manager	October 2021
To enable access to St Johns Hall and the new mezzanine library area	Incorporate at the design and planning stage of the mezzanine build	Access achieved for wheelchair users and other students and staff with	Assistant Headteacher with responsibility for Site Development	October 2021

		mobility problems to the new mezzanine library area.	Business Support Manager	
To facilitate better planning for disabled people who visit the school by providing a disability access map through the school website.	To design a site map which will enable a visitor to plan, in advance, a visit to the school site. This would include entrance for disabled parking, disabled parking, lift access and disabled toilet facilities.	Map produced and available to visitors through the website to support the advanced planning of a visit.	Assistant Headteacher with responsibility for Site Development Business Support Manager	September 2021
To facilitate the implementation of a student's Education, Health and Care Plan which outlines needs and any request for reasonable adjustment that enables access and inclusion in all aspects of school life that their non SEND peers would access.	To work with individual students both on entry to the school and through their school career to remove barriers in terms of access on site and access to learning in the curriculum. To work with individual students who have an Education, Health and Care Plan during their school career.	The impact is seen through student outcomes and progression.	SENDCO Deputy Headteacher with responsibility for Pastoral Governors resources	2021-2024 This is based on individual need identified when a student joins the school or as a result of matters arising during their school career.
Curriculum Development	Continue to review the deployment of Learning Support Assistants (LSAs) to	Able to give consistent support to pupils in lessons.	SENDCO Heads of Department	2021-2024 This is based on individual need identified when a student joins the school or

	support within the curriculum.		Deputy Headteacher with responsibility for Pastoral.	as a result of matters arising during their school career.
Timetable arrangements	To continue to work with the SENDCO in identifying reasonable adjustment necessary to facilitate curriculum access.		SENDCO Assistant Headteacher with responsibility for timetable.	2021-2024 This is based on individual need identified when a student joins the school or as a result of matters arising during their school career.
Continuing post 16 commitment to pupils with special educational needs	To work with post 16 students in order for them to have access to the school curriculum and wider post-16 school activity.	Recruitment and retention of post-16 students as a result of meeting need.	Assistant Headteacher with responsibility for 6 th Form	2021-2024 On-going work based on need.
Continue to monitor future needs of students who may join during the year or whose condition may change during the year	Look to identify and evaluate emerging needs	Seek to address accessibility challenges and 'reasonably adjust' in line with the Equality Act 2010	Deputy Headteacher with responsibility for Curriculum, SENDCO and the Business Support Manager	On-going work based on need.