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Governors
25 April 2024



Review
Pastoral & Admissions
Committee

NOTRE DAME HIGH SCHOOL ACCESSIBILITY PLAN 2024-2027

NOTRE DAME HIGH SCHOOL

Part of St John the Baptist Catholic Multi Academy Trust

Company No: 7913261

Registered Office: Surrey Street, Norwich NR1 3PB

THE SCHOOL MISSION STATEMENT

I have come so that they may have life and have it to the full

(John 10:10)

We are a joyous and inclusive Catholic school, inspired by the love of God and the teachings of Jesus, specifically faith, hope, forgiveness and peace.

Our community is committed to a rounded education that develops knowledgeable, morally informed and compassionate young leaders.



If you need this document in large print, audio, Braille, alternative format or in a different language please contact the Company Secretary on 01603 611431 and we will do our best to help.

Accessibility Action Plan 2024-2027

Purpose of the Plan

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

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

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.

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 SEND Code of Practice which states 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.

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

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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.

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	Involve students and staff who have an on-going disability to help audit the site with a focus on accessibility.	Development of recommendations from the audit to inform the accessibility action plan.	Business Support Manager and SENDCO	January 2025 onwards to involve a sample of students at the planning stage
To improve access to Art through the installation of a curved platform lift to room 39 in St John's building as part of the SCA project work.	Incorporate to the Trust SCA projects planning process.	Access achieved for wheelchair users and other students and staff with mobility problems to Art room 39 without having to use internal stairs leading to the room.	Business Support Manager and Trust Facilities Manager	Incorporate into the Trust SCA planning process during 2004, aiming for completion in 2024/2025 (subject to funding constrains)
When major alterations are planned, ensure the Equality Act 2010 requirements are adhered to – plan for access requirements.	All contractors to work to Environment Access Standards		Business Support Manager and Trust Facilities Manager	Ongoing
Investigate quality and appropriateness of disabled facilities	Continued liaison with SENDCO and outside agencies to ensure disabled facilities fit current needs	Ongoing use of facilities, any reasonable adjustments considered and implemented.	SENDCO, Business Support Manager and Trust Facilities Manager	Ongoing

Objectives	Strategy	Impact / Success Criteria	Person Responsible	Timeline and Evaluation Process
<p>Review the SEND specialist room with toilet, shower, plinth, and hoist provision in the courtyard</p> <p>Review existing access portable ramp provision to Textiles room P18 and complete feasibility study for alternative fixed ramp or platform provision.</p>	<p>Review the existing specialist room provision considering increase of children with physical disability</p> <p>Review existing provision and incorporate feasibility study to the Trust SCA projects planning process.</p>	<p>Ability to give required support to students with physical disability.</p>	<p>SENDCO, Business Support Manager and Trust Facilities Manager</p>	<p>On-going based on need.</p> <p>Incorporate into the Trust SCA planning process during 2024.</p>
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>The impact is seen through student outcomes and progression.</p>	<p>SENDCO Deputy Headteacher with responsibility for Pastoral Governors resources</p>	<p>2024-2027</p> <p>This is based on individual need identified when a student joins the school or as a result of matters arising during their school career.</p>

Objectives	Strategy	Impact / Success Criteria	Person Responsible	Timeline and Evaluation Process
<p>Provide access to the curriculum for pupils with a disability / Curriculum Development</p> <p>Staff to have an up to date understanding of individual student needs and levels of support required to access the school</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Continue to review the deployment of Learning Support Assistants (LSAs) to support within the curriculum. 	<p>Able to give consistent support to pupils in lessons.</p> <p>Teaching staff have the highest possible expectations for all learners in their class and all SEND students make progress</p> <p>SEND training to be a key part of the annual CPD offer</p> <p>Ensure opportunities for staff training – audit staff needs</p>	<p>SENDCO Heads of Department Deputy Headteacher with responsibility for Pastoral, Deputy Headteacher with responsibility for Curriculum, Assistant Headteacher Teaching and Learning and CPD.</p>	<p>2024-2027</p> <p>This is based on individual need identified when a student joins the school or as a result of matters arising during their school career.</p> <p>Ongoing</p>

Objectives	Strategy	Impact / Success Criteria	Person Responsible	Timeline and Evaluation Process
Timetable arrangements	To continue to work with the SENDCO in identifying reasonable adjustment necessary to facilitate curriculum access.	All risks assessments completed Reasonable adjustments made to ensure access to visits Parents involved in individual risk assessments	SENDCO Assistant Headteacher with responsibility for timetable.	2024-2027 This is based on individual need identified when a student joins the school or as a result of matters arising during their school career.
School visits accessible to all children	Audit of visits in terms of accessibility Staff to check with SENCO as part of the trip checklist and take into consideration the needs outlined in any relevant Individual Health Care Plans Individual Risk Assessments completed as required	All risks assessments completed Reasonable adjustments made to ensure access to visits Parents involved in individual risk assessments	Trip Leader, SLT, Educational Visits Coordinator (EVC) Trip Leader, SENCO	On-going 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.

Objectives	Strategy	Impact / Success Criteria	Person Responsible	Timeline and Evaluation Process
Ensure PE activities are accessible by all	Liaise with outside agencies for any students requiring adaptations	PE Curriculum adapted to meet the needs of all students, individualised resources where appropriate	Head of PE, SLT, SENCO	On-going based on need.
<p>Policies downloadable from school website and paper copies, alternative format provided on request</p> <p>Written reports from teaching staff and parents' evenings</p> <p>Virtual learning</p> <p>SEND, Behaviour and Pastoral Support plans review meetings</p>	<p>Clear access to all policies</p> <p>Coherent feedback for parents, access for parents</p> <p>Clear use and identification of internet-based learning incl. homework</p> <p>Timetabled meetings with parents</p>	<p>Clear access to all policies</p> <p>Parental and other parties access to school policy</p> <p>Clear access to all information</p> <p>Teaching staff Pastoral staff</p> <p>Clear comprehension of all matters relating to meeting</p>	<p>Governors, Company Secretary</p> <p>Deputy Headteacher, Data Development Manager</p> <p>Deputy Headteacher Teaching Staff Pastoral Staff</p> <p>SENCO, Pastoral Team</p>	On-going based on need.