



St. Anselm's College
Edmund Rice Academy Trust

Accessibility Policy

Version 1.2

Mission Statement:

Our Catholic Community offers a learning environment for us to develop our God given talents and to recognize Christ amongst us. We respect the dignity of God's creation and, inspired by Gospel values, seek to serve one another.

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1. Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

St Anselm’s College is 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. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

St Anselm’s College has adopted this accessibility plan in line with the College’s special educational needs policy with the aim to ensure that the College is socially and academically inclusive, that all students have access to a full curriculum, and that all students are appropriately challenged. This plan is created in response to the recommendations made in our last access audit which took place in February 2017 and should be read in conjunction with the Access Audit.

Our special educational needs policy outlines the provision that the College has in place to support students with special educational needs and disabilities (SEND), and our publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the College will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all students with disabilities to ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the students’ development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled students can participate in the College’s curriculum

- Improve the physical environment of the school increasing the extent to which disabled students can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled students of information which is provided to students who are not disabled.

Students with SEND will be given access to the curriculum supported by the College's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The College curriculum is regularly reviewed by the Headmaster, SLT and Governors to ensure that it is accessible to students of all levels and abilities; and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the College setting in order to support the taught curriculum and enable students to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; College staff should be up to date with teaching methods that will aid the progress of all students including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that students would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels
- listening to students' views and taking them into account in all aspects of school life.

2. Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the College
- adaptations to College policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids

- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

3. Reasonable adjustments

The College will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of College life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for students with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for students with visual impairments
- this accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the College