



Accessibility Plan

2021 - 2022

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SMCC Accessibility Plan

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1. Accessibility definition and Vision

All students are respected, nurtured and embraced within our College community irrespective of their physical, emotional or educational need or disability. Our College accessibility plan meets the requirements of the Equality Act 2010 and the Disability Discrimination Act 1995 (see below) as well as the SEND Code of Practice 2014.

Definition of Equality :

The Equality Act 2010 provides this definition of disability:

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Section 28D of the Disability Discrimination Act 1995 (“the Act”) requires local authorities and schools to prepare accessibility strategies and plans for the purpose of increasing the extent to which disabled pupils can access and make use of the education and services provided by schools.

The Equality Act, 2010 states that because of this Act our College should provide:

- An increase to the extent to which disabled pupils can participate in the school's curriculum
- Improvement in the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improvement in the delivery to disabled students of information which is readily accessible to students who are disabled
- Improves and enables students with disabilities to make expected progress in their learning

St. Mary's College is committed to providing all its children with an education of the highest possible standards irrespective of any special educational need or disability. We want our students to have the necessary skills that allow them to become independent learners and to take their place in the community and wider world having the skills, empathy and social understanding that allows them to become changemakers. We strongly promote the social, moral, and spiritual, cultural, emotional and physical development of our pupils. We offer an inclusive approach to such learning within the school through the teaching of RSE, PSHE and the Inspire curriculum that teaches about diversity and inclusion. We strive to make our school accessible to all pupils to enable them to participate fully in the school curriculum both the College academic curriculum, and the extended opportunities such as residentials, extra curricular opportunities and sporting teams and clubs.

2. How is our College accessible for those students with a physical or sensory need?

St. Mary's College is fully accessible for any person with a physical disability. The following adjustments have been made to the school building:

- The school building is made up of a central one storey modern building with three two storey buildings each accessible via three lifts.
- Ramps give wheelchair or physically impaired students with access to all areas of the school including the front and back entrance, the dining room and the front reception area of school. There is also access to the dining room via a ramp from outside of the Reception area.
- Corridors are wide enough to ensure wheelchair accessibility, and the students follow a one way system to move around the school building safely. Some students leave lessons earlier than others due and are issued with a pass for this.

- Evac chairs are available in each building to ensure the safety of any student with a physical disability to be exited out of school safely should there be an emergency.
- The building is modern and bright with lots of open spaces throughout which increases the natural light within the school. All lighting has been assessed by the vision support team as meeting the needs of any person with a visual impairment.
- Throughout the school there are coloured strips to assist in the accessibility of those with a visual impairment, these allow everybody to see where the entrances to each stair case are and where rooms such as the dining room, theatre and toilets are demarcated.
- In the PE areas there are separate changing areas for students including some smaller changing areas for any student with additional needs to use. There is a lift that takes students with disabilities to the Sports Hall.
- There are two designated disabled toilets in two areas of the school (PE and MFL). One toilet has a Closomat toilet installed, a bidet, two hand sinks at different heights to ensure accessibility for all, a seat based shower and an adult sized change facility mat. There are sanitary waste bins within this toilet facility. Students and attached staff are given keys to facilitate use of the toilet and to ensure its safe use.
- There are designated disabled parking bays for parents of students with disabilities to use.

3. How is our College accessible to those with a learning disability?

As part of the SEND reforms, the school has published their Local Offer which provides clear, comprehensive, accessible and up to date information about the available provision and how to access it. All areas of the curriculum will be available to pupils regardless of their disability.

- Sensory support service (hearing and vision) work collaboratively with the SEND team, classroom teachers and teaching assistants to ensure that the needs of those with a visual or hearing impairment are able to access the curriculum alongside their peers
- St. Mary's believes strongly in creating an inclusive environment and has an experienced team of teaching assistants working at Level 2, 3 and HLTA who ensure that students' needs are met either within the classroom setting or in high quality interventions
- All staff have access to high quality person centred plans and are part of the creation and monitoring of such plans
- The SEND team works collaboratively with a wide range of professionals including Kilgarth Outreach, HSIS, CAMHS, Caritas, Speech and Language team, Educational Psychologists and SENAT to ensure that effective

assessments are carried out and expert advice is disseminated into classroom practice

- Regular reviews of the the curriculum take place to ensure that it meets both the demands of the National Curriculum and those of our College community
- The school in liaison with specialist NHS staff purchase specialist equipment for pupils including high stools, writing slopes, pencil grips, sensory resources and modified books.
- The Student Support Hub has a space whereby students requiring a reduced or modified curriculum are able to receive higher level support in a smaller space.
- Those students identified as having higher levels of needs have a personalised plan in place called a PCP - this is usually drawn together with the student, their parent/carer and shared with their teachers and support staff. This is then modified as staff share their own supportive strategies that work for the student within their care.
- There is an after school study/HWK support group available within the Hub. This is staffed by the the TA3 team and supports any child in years 7-13 who need study or HWK support
- Arbor has any student identified as having any medical or SEND need as part of its information available to all staff (including supply staff). All medical and SEND information such as the EHCP or the PCP are readily available to all staff via ARBOR. Training is given as to how to access this information annually and when any new member of staff joins the school as part of the College's induction procedures.
- The SEND team presents to the whole staff regarding SEND issues, training or student updates throughout the year. Weekly there are student 'spotlights' whereby a student requiring additional support is a 'spotlight' and strategies for working with them are shared with staff. These are led by SEND, pastoral team and teachers.
- The SEND team holds a weekly SEND session for all staff each Thursday where they are able to share, discuss and raise any issues or concerns they may have regarding a student or group of students.
- Examination concessions are routinely screened, assessed and made available for any students who may need this in Y9. . Adjustments such as using a laptop, a scribe, prompt, additional time or a reader are accommodated by the SEND team working collaboratively with the examinations officer. Any student requiring a smaller venue due to anxiety or examination stress is accommodated by the SEND team.

4. How does the College listen to all stakeholders?

- Those students with an EHCP/PFA have their views listened to, collated and shared within their annual review. This review also features the views of their parent/carer and any other person the student/parent feels should be represented in the review meeting.
- Students and their parents are part of the person centred planning review meetings that take place where a student requires a Wave 2 or Wave 3 support.
- Parents are invited monthly to the SEND parental coffee mornings - these are informal gatherings but it is an opportunity to have their views and opinions listened to. Feedback forms are provided and reviewed to improve this experience.
- Small 'student voice' groups meet to look at SEND, Diversity and Inclusion groups and other minority groups within our College to ensure that their voices are heard. They are integral into shaping elements of both school life and experiences as well as what is taught within our curriculum.
- Staff voice is collected regularly around curriculum, assessment, wellbeing and behaviour and culture. Staff are part of working groups assigned to an area on the College Improvement Plan and meet with senior leaders to shape policy.
- Parents are invited to regular on line sessions to ensure that they are clear about College policy and can have their views listened to

5. How is the College accessible for all parents with a disability?

- Disabled parking bays and ramp accessibility for those with a physical disability or using a wheel chair
- Resources produced using larger fonts or different colours on request
- BSL interpreter available (on request) for any parent requiring this - the College uses Action on Hearing usually. Once we are aware that a parent uses an interpreter this will be automatically booked for any parental event and training provided for staff as to how to work alongside the interpreter.

6. How does the College ensure the effective transition of students from KS2-KS3?

- Contact is made with all stakeholders in the Spring term of Y6: parents, SEND and pastoral teams telephone each parent and school to welcome them and to ensure that all relevant information is shared with the Transition team
- The College has a designated Transition team ; a HOY, a team of transition form teachers and the KS3 SENDCO to ensure that all needs are met in the process of Transition
- The primary and College SENDCOs meet and ensure that all health care and SEND information is shared and disseminated to staff to ensure the smooth transition of the Y6 students
- The SEND team creates a SEND register and shares with all staff ready for the Y6 induction day in July
- The SEND team has an enhanced transition plan working alongside the pastoral team, that gives the most vulnerable or high needs students access to time in school in preparation for the whole year group induction day

7. How does the College ensure the effective transition of students from KS4 to the 6th Form?

- Y11 AIM process (additional intervention meeting) will take place once the students have chosen their subjects for KS5. This ensures that the correct qualifications have been applied to study. It also ensures that the SEND register is correct for 6th form.
- HOY and pastoral coach work with a small group of experienced 6th form form tutors. These tutors ensure that the needs are met for all students within their care, including the guidance and support required for completing personal statements and post 6th form applications
- There are designated specialist teaching assistants who support any student with PFA/EHCP in the 6th form with organisation, working to deadlines, applications and visits to other Colleges and universities and any other support tasks required
- Examination concessions are routinely screened, assessed and made available for any students who may need this. Adjustments such as using a laptop, a scribe, prompt, additional time or a reader are accommodated by the SEND team working collaboratively with the examinations officer. Any student requiring a smaller venue due to anxiety or examination stress is accommodated by the SEND team.