Equality Objectives and Accessibility Plan

2026-2028

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Annexe A - Equality objectives

Every 2 years SMCC will set specific equality targets to improve the provision set out within this policy, from the reviewing objectives in the previous cycle it has been decided that we will continue with below objectives as these areas remain a key priority for St Mary's

Objective 1: Quality of Education

a) To ensure the curriculum offer is equitable for all groups of students

b) To work towards closing the achievement gap between disadvantages and non-disadvantaged students across all subjects, with a particular focus on English and Maths

c) Ensure that barriers to achievement are tackled with a focus on improving reading skills of all students.

d) Track destination data to ensure all students are successful in moving to their next steps.

Objective 2: Attendance

a) Ensure rigorous systems are in place to track the attendance of all students and monitor trends amongst vulnerable groups.

b) To create action plans for specific students or groups to address any emerging trends.

Objective 3: Cultural development

a) To promote cultural development through the delivery of the Inspire Programme

b) To ensure full participation of all groups of students in the Inspires experiences

c) To ensure the Inspire programme and wider curriculum educates all students around discrimination and prejudice-based bullying.

Annex B - 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.

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 Catholic College is committed to providing all 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.

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.
- Evacuation 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 staircase 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.
- The main school toilets have accessible cubicles, as well as this, 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.

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.
- For students with autism, the school has a designated provision called ARC. This is funded by the Local Authority and requires students to have autism diagnosis as a primary need, identified through an EHCP. ARC students follow a National Curriculum taught by SEND specialist staff with a high staffing ratio. The curriculum is adapted to meet the needs of individuals according to their EHCPs, with a new EHCP teaching provision now in place
- There is an after school study/homework 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 homework 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 SEND sessions for all staff each 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.

Stakeholder Voice:

- 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

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.

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

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 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 from applications
- There are designated specialist teaching assistants who support any student with PFA/EHCP in the 6th from 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.

Equality action plan

School

Equality Objectives - Action Plan

Priority	Key actions	Lead	Success measures	Review
1. Equitable and ambitious curriculum	Review KS4/KS5 curriculum offer; embed PCPs and adaptive teaching; review assessment; identify barriers to curriculum access; targeted CPD.	EPA / HoDs / AFO	Improved outcomes across pupil groups; narrowing gaps; positive pupil voice; vulnerable groups access a broad, ambitious curriculum; evidence of effective adaptive teaching.	Termly
2. Close the disadvantaged gap	Maintain a clear PP strategy; use regular meetings to identify critical groups and agree actions; ensure barriers to curriculum and enrichment are addressed.	AHA / CSK	Improved attainment and progress of disadvantaged pupils; gaps narrow; equitable participation in wider opportunities.	Half-termly
3. Improve reading and remove literacy barriers	Implement and review the College Reading Strategy; identify pupils requiring additional support; monitor impact of interventions.	AHA	Improvement in reading stanines/SAS; pupils below expected reading levels make measurable progress; improved curriculum access.	Termly
4. Successful destinations	Maintain joined-up Year 11/post-16 destination planning; identify pupils at risk of NEET; monitor Gatsby Benchmarks and destination information.	EPA / AHA / EDO	Accurate destination data; reduction in NEET; Gatsby Benchmarks met; vulnerable pupils successfully transition to appropriate next steps.	Termly
5. Improve attendance and reduce persistent absence	Maintain rigorous daily attendance systems; use Attendance AIM; identify vulnerable groups; work with families and LA; use pupil voice to identify barriers.	EDO / JWL / IOD	Improved whole-school attendance; reduced PA; narrowing attendance gaps for vulnerable groups; reduced lost learning time.	Half-termly
6. Promote cultural development	Use Inspire and the wider curriculum to develop understanding of different religions, beliefs, cultures and backgrounds; provide	AKE / JWI / EPA	Positive pupil voice; increased understanding of diversity; reduction in prejudice-related incidents.	Termly

	targeted mentoring where appropriate.			
7. Equitable participation in enrichment	Monitor participation by pupil group; address barriers including cost; promote leadership and extracurricular opportunities, particularly for underrepresented groups.	CSK	Increased participation; gaps between pupil groups narrow; SEND and disadvantaged pupils represented across enrichment and leadership opportunities.	Termly
8. Tackle discrimination and prejudice-based bullying	Deliver equality, diversity and respectful relationships through Inspire, PSHE/RSE, RE and the wider curriculum; staff training; accurate recording and analysis of incidents.	AKE / EPA	Reduction in prejudice-related incidents; positive pupil voice; pupils know how and where to report concerns; evidence of respectful attitudes and behaviour.	Termly

Accessibility plan

Priority	Key actions	Lead	Success measures	Review
Curriculum access – ARC and Element	Maintain appropriate curriculum maps; review provision; support access/reintegration into mainstream lessons where appropriate.	CMO / MTO / SLT	Pupils access an ambitious and appropriate curriculum and make progress from their starting points.	Termly
EAL provision	Review provision in response to changing pupil needs; ensure appropriate classroom support and intervention.	AHA	EAL pupils successfully access the curriculum and demonstrate appropriate progress.	Termly
EHCP provision	Review staffing, resources, reasonable adjustments and specialist support against identified need.	SEND Team / SLT	EHCP provision delivered appropriately; pupils access education and make progress; positive pupil/parent voice.	Termly
Lifts and physical access	Maintain lifts; prioritise repairs; ensure appropriate staff access arrangements.	AME / Site Team	Lifts operational; identified accessibility issues resolved promptly.	Termly
Accessible toilets	Review accessibility and develop facilities in response to identified needs.	AME / Site Team	Appropriate accessible facilities available to pupils, staff and visitors who require them.	Annual / ongoing

Emergency evacuation	**Review evacuation-chair provision and locations; ensure relevant staff training; maintain appropriate PEEPs.**	**Site Team / SLT**	**Appropriate evacuation arrangements in place; relevant staff trained; PEEPs current where required.**	**Termly**
Medical emergency accessibility	**Maintain appropriate first-aid/anaphylaxis training and records.**	**First Aid Team / EPA**	**Appropriate trained staff available and training records remain current.**	**Annual / ongoing**
Accessible information	**Provide information and curriculum resources in appropriate formats according to identified individual need.**	**SEND Team**	**Pupils can access information and curriculum materials; adjustments evidenced through plans and pupil voice.**	**Termly**
Visual impairment	**Implement specialist VI recommendations; provide appropriate resources, adaptations and assistive technology.**	**SEND Team**	**VI pupils can access curriculum materials effectively; specialist recommendations implemented.**	**Termly**