



CARDINAL
NEWMAN
CATHOLIC SCHOOL

**SCHOOL ACCESSIBILITY
PLAN**

Dated: Summer 2018
Reviewed: Spring 2020
Review Spring 2021

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010 (EA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled students", issued by DfES in July 2002.

Cardinal Newman School's buildings were mainly constructed in 1969 and is built in 14 separate blocks on different levels, and as such in most cases improved EQ access has had to be developed over the years.

The school does not have a lift in any of the blocks but has replicated curriculum provision across both floors to meet the needs of students with accessibility constraints. Part of the standard timetabling process is to ensure that classes with pupils with accessibility considerations are timetabled in ground floor rooms.

In summary:

- the school is built over several different levels with access to the ground level on each floor
- use of classrooms can be rotated to meet students' needs as required
- all public-access rooms, including front entrance and meeting room, visitors' toilet, Sports Hall, library, and Pope Francis Hall can be accessed via wheelchair. If required there are also 3 EQ compliant toilets on site in the PE area, Bosco/SEN and Isolation.
- A new £50,000 EQ wheelchair ramp was installed in 2016 to provide access to the high level Deeley and Carron blocks.
- Step-edge and hazard painting has taken place to assist our visually impaired pupils.
- The 2017 changing rooms refurbishment includes a EQ wet room, shower and changing area.
- The disused swimming pool which had no EQ access has been converted in to the Pope Francis Hall including EQ access. The new staging includes a wheelchair ramp that can be deployed when required.
- ICT Development Plans have split enhancements across floors so as to provide ground floor ICT access.
- Access to the front entrance of Sports Hall is not EQ compliant due to the nature of the 1969 design however a special ramp has been installed to provide side access.
- Pavements have been modified to allow electric wheelchair access into the School from the Bennetts Road entrance.

Definition of Disability

Disability is defined by the Equality Act 2010:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal daily activities".

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, prospective students and our adult users with a disability.

Principles

1. Compliance with the EQ is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. The school recognises its duty under the EQ (as amended by the SENDA):
 - not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled students less favourably
 - to take reasonable steps to avoid putting disabled students at a substantial disadvantage
 - to publish an Accessibility Plan.
1. In performing their duties, Academy Representatives and staff will have regard to the DRC Code of Practice (2002).
2. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
3. The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum 2019 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to students' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of students.

Activity

Cardinal Newman School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

Delivery of the curriculum

School staff receive training in making the curriculum accessible to all students, and are aware of its importance.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Physical environment

The school will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies, eg

- School Development Plan
- SEND policy
- Equal Opportunities policy
- Curriculum policies

Date of Plan: June 2018

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