

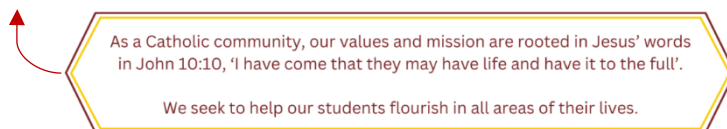


Accessibility Plan

Author/Adapted from	A Powell-Wiffen adapted from LCC Statutory Policy June 2019	
Version	V1	
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Document History		
Version	Date	Notes
V1	October 2019	
V2	November 2024	
V3	November 2025	Reference to the PFI contract end

Our Mission Statement

Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be.



The Catholic Christian community at Cardinal Heenan endeavours to help students to know and build a relationship with Jesus Christ and to live the Catholic faith through prayer, sacraments and service. We are committed to making learning challenging and enjoyable for all so that we will secure the best outcomes and remain lifelong learners who are committed to seeking truth. We strive to help all to learn and grow, treating one another with respect and generosity, whilst supporting parents as the first and most important educators of our children. **Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be**, in preparation for this life and the life to come.

Introduction

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.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

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:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

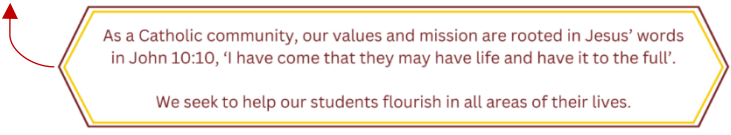
Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

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As a Catholic community, our values and mission are rooted in Jesus' words in John 10:10, 'I have come that they may have life and have it to the full'.

We seek to help our students flourish in all areas of their lives.

The Catholic Christian community at Cardinal Heenan endeavours to help students to know and build a relationship with Jesus Christ and to live the Catholic faith through prayer, sacraments and service. We are committed to making learning challenging and enjoyable for all so that we will secure the best outcomes and remain lifelong learners who are committed to seeking truth.

We strive to help all to learn and grow, treating one another with respect and generosity, whilst supporting parents as the first and most important educators of our children. **Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be**, in preparation for this life and the life to come.

1B: Basic School Characteristics

The school has a stable pupil population. The number of pupils on roll is broadly in line with the size of the average 11-16 secondary school nationally (~900). The proportion of pupils in receipt of pupil premium funding is around 20%. Cardinal Heenan is a multi-cultural comprehensive school. The proportion of pupils with first language other than English is around 25% and has been stable at this rate for a few years. The school has a comprehensive intake with school deprivation being above the national average, lying in the 60th-80th percentile.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

Pupils with disabilities should, as far as reasonably possible, have access to the full Curriculum followed by their peers, differentiated to take account of access and learning needs. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

The school's ICT network can provide access to students in a variety of locations, including at home and software is available (Office) to all pupils for home use under our educational license. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support students with dyslexia or reading difficulties.

In constructing the timetable the school will give sympathetic consideration to individual needs, including access arrangements. Furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. The school will assess a pupil's need for support when completing exam access arrangements, this will include both internal and external assessment procedures.

Pupils are able to participate fully in the wide range of extra-curricular activities offered consistent with the limitations imposed of any disability. This has included:

- Mass and religious observance within school
- Sports and PE
- Drama and Performing Arts Productions
- Music
- After School and Holiday Clubs and activities
- Excursions and trips

The unsuitability of any event and the need for additional support can be discussed fully with the parents in advance. The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Staff receive regular training in the implications of the new code of practice and Quality First teaching. Staff have continual professional development in personalised learning. Specific training with reference to disabilities and the Disability Discrimination Act is provided as required.

The school implements the following provisions:

- School focus has been on the creation of robust and detailed schemes of work, which include differentiation or scaffolding where appropriate.
- a clear assessment of the current National Curriculum levels of the full range of pupils, particularly in relation to speaking and listening levels;
- The school has high expectations of all pupils;
- The school has a focus on the appropriate deployment of learning support to ensure that those in most need receive a level of support that matches their needs. This support may constitute quality first teaching, small group or 1:1 interventions, TA support ;
- Pupil grouping is carefully considered. Classes are taught in both mixed ability and ability set groups.

The school has set the following overall priorities for increasing curriculum access:

- Departments maintain plans for each subject showing differentiation of curriculum/visits/field trips and suitable changes to ensure curriculum reflected needs of disabled students. These are supported through CPD, QA and line management structures.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

All access points to the school are level with the ground outside, no stairs or other obstacles restrict access to the building. Over recent years the school has improved ground floor access further by installing ramps and handrails wherever needed.

A lift is installed in the school, this allows pupils with limited mobility to gain access to the first floor. A stair walker has also been provided in one of the stairwells to allow access to the science block and to ensure a safe exit in the event of a fire alarm.

Changes to the physical environment:

- Improvements to toilets, washing and changing facilities;
- The provision of ramps and lifts and improvements to doorways;
- The provision of particular furniture and equipment to improve access.
- The provision of a walking stair climber.
- The provision of specialist equipment such as a leaning chair.
- The provision of washing facilities in one of the accessibility toilets.
- Hygiene suite.

Evacuation Procedures

The school will adapt evacuation procedures to meet the specific needs of individuals with disabilities (for example the requisition of a stairclimber). Such procedures will be discussed with the pupils along with their parents/carers and will be documented in the pupil's SEN file in the form of a PEEP (Personal Emergency Evacuation Plan). All staff working with these pupils are aware of the PEEP and they are available to all staff via SIMS.

The school has set the following priorities for physical improvements to increase access:

- The school will take account of the needs of pupils and visitors 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. Following the exit from the Private Finance Initiative contract in July 2025 an updated audit and strategic plan will be scheduled for November 2026 to guide any structural plans within the next 3 years.

2C: Improving the delivery to disabled pupils/parents of information that is provided in writing for pupils who are not disabled:

Pupils with learning difficulties have access to information in simplified language; pupils with language and communication difficulties have access to information where it is provided in picture/symbol systems.

If either pupil or parents have difficulty accessing information normally provided in writing by the school then then we will be happy to consider alternative forms of provision.

The school currently provides the following resources upon request:

- Large print handouts,
- visual timetables,
- Large print worksheets, notices, information about school events.
- *Use of laptops*

The following policy documents are relevant to the general issue of accessibility.

- Admissions Policy
- SEND Policy
- Equality and Diversity Policy

The school has set the following priorities for providing information for disabled pupils:

- To ensure that all information is available to pupils and their parents in simplified language

3. Making it happen

3A: Management and implementation

The planning process:

- the governing body takes responsibility for the school accessibility plan and sets a clear direction for it;
- the plan will be reviewed and revised on a 3 year timeline
- the plan will be evaluated on an annual basis by Senior Leadership Team;

Other policies and plans:

- Moving and Handling Policy
- SEN Policy
- Teaching and Learning Policy
- Health and safety policies.
- Intimate Care Policy

3B: Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:

The school website www.cardinalheenan.com

Via the school office – call 01138873240 or email info@cardinalheenan.com

Further information can also be found at:

<http://www.leeds.gov.uk/residents/Pages/SEN-and-disabilities.aspx>

Accessibility Plan School Priorities – Plan for implementation

Target	Strategy	Timescale	Responsibility	Success criteria
Increasing the extent to which disabled pupils can participate in the school curriculum	Departments maintain access plans for each subject showing differentiation of curriculum/visits/field trips and suitable changes to ensure curriculum reflected needs of disabled students.	Repeated June/July each academic year	CLs	Successful curriculum reviews to make sure the curriculum meets the needs of all pupils (September Reviews)
Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.	The school will take account of the needs of pupils and visitors 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. Following the exit from the Private Finance Initiative contract in July 2025 an updated audit and strategic plan will be scheduled for November 2026 to guide any structural plans within the next 3 years.	Ongoing (reviewed on knowledge of intake summer term) September 25 – November 2026	SLT, finance officer	The school's physical environment is adapted responsively to meet the needs of pupils, including those with disabilities, as needs are identified. Following the end of the PFI arrangements, the school will take advantage of opportunities to improve accessibility and inclusivity within the physical environment. Significant adaptations will be informed by a planned settling-in and evaluation period of approximately one year, allowing the school to identify, monitor and evidence any environmental barriers or accessibility challenges before committing to major changes.
Improving the delivery to disabled pupils/parents of information that is provided in writing for pupils/parents who are not disabled.	To ensure that all information is available to pupils and their parents in simplified language in a variety of ways. E.g. varying resources by request for parents or in line with pupil passports for students	Ongoing	All staff / APN	All parents and students able to access relevant information

