



ACCESSIBILITY PLAN - 2023 to 2025

This Accessibility Plan was ratified by the Governing Body on 22nd May 2023

Contents:

Loreto High School Mission Statement

Statement of Intent

1. Legal framework
2. Roles and responsibilities
3. The Accessibility Audit
4. Planning Duty 1: Curriculum
5. Planning Duty 2: Physical environment
6. Planning Duty 3: Information
7. Monitoring and review

Loreto High School Mission Statement

At Loreto Chorlton we are proud to be part of an international network of Loreto schools and colleges and we will work to interpret and apply the international guidelines for Loreto Education within the context of England in the early 21st century.

Within our schools and college, the story of Mary Ward will be re-interpreted to, and by, each new generation. Her vision and values will find expression in the experience offered to, and shaped by, our students, parents, staff and governors.

We are ambitious for our students not just in the context of academic excellence but also in the context of human possibilities, and as educators we will stretch hearts as well as minds.

We encourage our students to become people who use their gifts and talents to make a difference both globally and locally; people of courage, who will challenge accepted notions and modes of society when they are at odds with the values for which we stand.

We will strive rigorously for the achievement of both personal and academic excellence within learning communities that:

- Introduce students to a reflective way of thinking and living and encourage seekers of truth who will search critically for answers to the great questions of life
- Encourage doers of justice who will stand with those on the margins of life and become responsible global citizens and agents of social change, committed to building a better world.
- Allow all, the freedom to become their best selves and to take charge of their own lives and futures within environments that celebrate diversity and nurture independence of spirit.
- Develop relationships that are marked by a Christ-like respect and compassion and characterised by integrity and sincerity.
- Are joyful places where students enjoy their learning and flourish in a safe and healthy environment where the value of each individual is celebrated.

Statement of Intent

The Accessibility Plan outlines how Loreto High School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

The Accessibility Plan is structured to complement and support the school's Equality Policy and Equality Objectives. We are 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students and staff with a disability can take full advantage of the education and associated opportunities provided by Loreto High School.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality Policy
- Equality Objectives
- Admissions Policy
- Behaviour for Learning Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing body will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty 1: Curriculum

The school aims to ask about any disability or health condition in early communications with new parents/carers and plan in advance for each individual child using this information together with information from the child's primary school. The school already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation.

The school reviews provision and seeks input from students, parents/carers, relevant specialist advisers, external services and agencies and appropriate health professionals on a regular basis. Teaching Assistants are used effectively to deliver high quality intervention both within and beyond the classroom and Individual Education Plans (IEPs) are implemented effectively through the sharing of targets and strategies with staff. Examinations Access Arrangements are made for external examinations.

The curriculum can be personalised at KS4 to meet the needs of students for whom the traditional mix of subjects would be inappropriate and appropriate post-16 pathways are identified for individual students. This personalised curriculum can include college courses, entry level certificates and Alternative Curriculum. Software packages are used to provide specific or targeted support for students.

Issue	What	Who	Outcome	Review
Support for pupils with SEND	Fortnightly T&L Staff Briefings Teaching WalkThrus Adaptive Teacher Working Group Dissemination to all teaching staff. Curriculum 'Deep Dive' with SEND & accessibility focus LA QA visit with SEND focus ClassCharts Information Rich Info for teachers (DRSP, i-THRIVE, ELON) INSET T&L Session	SLT T&L Team External advisors, SENCO All staff	Staff members have the skills to support pupils with SEND and students make progress	As per QA calendar with curriculum 'deep dives'

	Appropriately sequenced & revisited curriculum using adaptive teaching strategies Student, staff & parent voice			
Barriers to learning are not always identified in KS2. This necessitates early identification of students, early intervention and updating of SEND register in timely manner.	Student, staff & parent voice Online referral system Referrals & observations Analysis of academic, attendance & behaviour data Screening of targeted students Assess Plan Do Review Cycles & impact Referral for external agency support Bi- annual SEND register reviews	SLT T&L Team External advisors, SENCO All staff	Barriers to learning identified early and high-quality targeted intervention in place to support positive outcomes for students	Bi- annual SEND register reviews
A significant minority of students join us in Year 7 not having reached age-related expectations in their SATS reading assessment with associated literacy barriers to learning	Further develop the range & scope of high-quality interventions with an emphasis on literacy CPD whole staff & groups (Literacy Plan including testing and targeted intervention) Create & implement provision map to track impact Research best practice & purchase necessary programmes/schemes as appropriate Train specific staff to deliver with impact.	Literacy Team Transition Team SENDCo T&L Team	Literacy barriers are removed to ensure students can access the whole school curriculum.	Provision map report at end of each intervention 3 x HT reports to Governors
Some students, particularly those with identified barriers to learning, EAL or students who have joined us mid-year through IYFAP struggle to study the full suite of subjects at KS4.	Continue to evaluate the full range of KS4 qualifications on offer and ensure these lead to high quality post-16 pathways. Research best practice Preparation for Adulthood pathways. Identify high quality, supportive work experience for targeted students Full implementation of Gatsby benchmarks. Continue to deliver Functional Skills qualifications for identified students	Curriculum Managers CEIAG lead EAL teacher	Targeted support ensures that students can make progress within the school curriculum offer.	Bi-annual data capture calendar
Some number of pupils with SEND require assistive technology to access lessons	Provide laptops and assistive technology, exam access arrangements and physical adjustments for pupils with SEND. Use of pre-teaching to develop knowledge and vocabulary	Headteacher, ICT manager, SENCO All staff	Pupils with SEND can access all lessons utilizing appropriate resource to support learning	As per QA calendar with curriculum 'deep dives' Bi-annual data capture calendar

	Adaptive teaching in the classroom to support skills and knowledge building Adapted physical resource where required			
Access to educational visits	Needs of pupils with SEND are incorporated into the planning process. Determination of additional staffing support to ensure accessibility to a range of activities Adapted resource to ensure cognitive and physical access to visit	Support staff Teachers, SENCO EVC Headteacher	Planning of school trips considers pupils with SEND and ensures opportunity for all learners.	Ongoing
Assessment and exam arrangements	Students are provided with exam concessions throughout the learning journey, commencing in KS3. In Year 9, students are identified for further formal assessment for exam access arrangements, extra time, reader, scribe etc (Equality Act 2010) to ensure a level playing field for all internal and external examinations	All teachers SENDCo Assistant SENDCo SEND Manager Exams team	All barriers are removed to ensure students have access to a 'level playing field' for examinations	Data Entry points on Assessment Calendar
To continue to evaluate the full range of KS4 qualifications on offer and ensure these lead to high quality post-16 pathways.	Research best practice Preparation for Adulthood pathways. Identify high quality, supportive work experience for targeted students Continue to deliver ASDAN and other qualifications for identified students	SENDCo Assistant SENDCo SEND Manager Teachers	Students are motivated to learn and to achieve and can see clear post-16 pathways to achieve their ambitions	Data Entry points on Assessment Calendar

5. Planning duty 2: Physical environment

Our school physical environment is safe and welcoming. The school has in place full disabled access to all its facilities and has ensured that such access has been maintained in its ongoing development of additional teaching spaces. Full access is also in place to all external parts of the School's site. The school has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users. There are handrails on all stairs, clear visual signage, and a lift in the main building providing access to all floors. There is space for small group work and individual work for targeted learners in the Learning Support Base. There are also disabled parking spaces in the main car park and parents have the opportunity to request access arrangements for Parents/Carers' Events.

Issue	What	Who	Outcome	Review
The school's physical environment is accessible	Audit of physical environment Additional adult to support movement where required Access to all floors via lift pass	Building surveyors – Lancaster Maloney	School is aware of accessibility barriers to its physical environment and will plan to address them	Summer 2023
To review the site on an annual basis & update planned maintenance tracker & schedule of works to continue to ensure full access to all areas of school site.	Fire Risk Assessment Action Plan Thorough examination of electrical, mechanical & fabric conditions	This is being reviewed currently by SBM/FM. Once the Accessibility Survey has been completed in Summer of 2023, we will know what PPM's are required.	Necessary PPM's actioned at the appropriate time.	From Autumn 2023 then Bi-Annually
To review the access to the Astro Pitch.	Extend the 'ramp' that leads to the Astro Pitch. There is a section that is accessible however we do need appropriate signage to show where to go.	FM/SBM established that there is access to the pitch to the right as you walk towards the Astro – appropriate signage needed.	Astro is accessible	Completed Summer 2023 then review Bi annually
To ensure adequate visual signage for disabled toilets	Identify areas where signage is inadequate or unclear and replace.	SBM/FM await the Accessibility Survey and follow recommendations.	Communicate to staff, visitors and students the whereabouts of the Disabled Toilets (Loreto way Handbook	After Summer 2023
Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	Await results of the Survey.	Learning environment is accessible to pupils with visual impairments	Bi Anually
Toilets are not accessible	Accessible toilets are in place and these include handrails.	SBM/FM	Accessible Toilets are available.	Complete – review Bi Annually

Children with physical disabilities cannot access school buildings	The School is accessible to all children with disabilities, though an individual plan needs to be made. The Survey will recommend if any changes are needed.	Lancaster Maloney to do accessibility Plan	School buildings are fully accessible	Bi Annually
School does not have full secure perimeter fencing	Secured funding from Diocese	SBM/building contractors	School perimeter is now fully secured.	Complete
There isn't a dedicated area for Inclusion Unit	Secured funding from Diocese, DFC, Sustainable funding scheme.	SBM/building contractors	There will be a dedicated, one storey Building to ensure Inclusion within our School.	Due to be Completed November 23
Students with restricted movement are unable to evacuate the building during an emergency	Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability. And where needed, a PEEP form is filled out	HOD's, SEND and Facilities Manager	Process now in place and also adhered to , ironing out some small niggles.	To be completed by July 23 – then review Annually

Planning duty 3: Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the view of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. Facilities are available to enlarge and/or modify printed text and other resources used by pupils. All information for Parents Information Evenings is placed on the website, the Accessibility Plan is published on the website and available upon request. Teaching Assistants are available and translators and interpreters are permitted at Parents' Evenings if required. Private rooms are available for Parents/Carers' Evenings when required.

Issue	What	Who	Outcome	Review
Written information is accessible by all	Audit of information and delivery procedures Read write software is accessible on all student logins to promote accessibility including text to speak.	SENCO SLT ICT Manager	Parents and students can access written information in an accessible format	Ongoing

	ClassCharts apps allow for language change to support understanding of written communication.			
To ensure that parents who are unable to attend school, because of a disability can access parents' evenings.	Staff to hold parents'/carers' evenings by phone. Heads of Year to have parents/carers' meetings at alternative date or send home written information.			
School website is accessible to all	Audit of website	ICT manager	Website is fully accessible	
To promote and improve the liaison between Teaching Assistants and Teaching Staff to ensure written information is available for modification.	Predictable lines of communication between Teaching Assistants and Teaching Staff with emphasis on face to face discussions in internal Team Around the Child meetings.			
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary. Explore possibility of translating key documents & letters into top 8 languages.			
To ensure that parents who are unable to attend school, because of a disability can access parents' evenings.	Staff to hold parents'/carers' evenings by phone. Heads of Year to have parents/carers' meetings at alternative date or send home written information.			
Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager		Written information is fully accessible to children with visual impairments

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. This plan is reviewed every two years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.