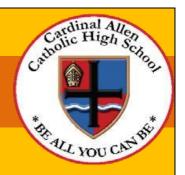
Cardinal Allen Catholic High School

Accessibility Plan

Revised: June 2020



Vision and Values

We have high aspirations and expectations for our children and young people with special educational needs and disabilities. It is our aim to ensure full entitlement and access for pupils with special educational needs and disabilities to high quality inclusive education within a broad, balanced and relevant curriculum so that they can reach their full potential, become confident individuals and make a successful transition into adulthood.

During the transition period between Year 6 and Year 7, we hold meetings with Primary Schools to ensure all necessary arrangements are in place to support pupils when they begin secondary school. Extra meetings or visits can also be arranged to ensure pupils, parents and carers feel confident with the transition.

Accessibility Plan – Current Students

Physical Access				
Targets	Strategies	Outcome	Time Frame	Responsibility
Ensure lifts are regularly checked and maintained	Learning Support and Pastoral Team to alert Business Manager to any issues with the lifts. Regular discussions with pupils who access the lifts.	Lifts to be regularly maintained and available for use.	Ongoing.	Business Manager. Site Maintenance Team.
Purchase a minibus with wheelchair access when it is time to replace the existing minibus	Look into the options available for wheelchair access when a new minibus is purchased.	Wheelchair access to be available when using the school minibus.	Finances depending - option to be explored when a new minibus is purchased.	Business Manager.
To ensure that evacuation procedures are in place for pupils with mobility difficulties.	Pupils who have mobility difficulties to be aware their own individual procedures for evacuating school in an emergency. Pupils who require the use of the Evac-	Staff and pupils are aware of evacuation procedures. All staff to be confident with how to use the Evac-Chair.	Reviewed annually. All staff trained in how to use the Evac-Chair in Autumn 2017.	Business Manager. SENCO. All staff to be aware.

All staff to be trained in the use of the Evac-Chair.	Chair to be familiar with the process.			
To ensure that there is access to suitable accessible toilets.	Learning Support and Pastoral Staff to make relevant pupils aware of the location of the accessible toilets. Key to be kept in Learning Support to main accessible toilet.	Accessible toilets are available for all pupils who require them. Closo-mat toilet available if needed in future (no pupils with current need).	Reviewed annually.	Business Manager. SENCO. Equipment serviced as per the guidelines set out by manufacturer.

Curriculum Access				
Targets	Strategies	Outcome	Time Frame	Responsibility
A flexible curriculum	KS3:	All pupils able to	Ongoing.	All teaching staff.
which is carefully	Specialist Support	access the		SENCO.
designed to meet	Teacher lessons to	curriculum and feel	SENCO to regularly	
the needs of all	boost skills for pupils	able to achieve.	update and	
learners.	with SLCN and SpLD		remind staff of	
	needs.		individual needs	
			and support	
	Literacy withdrawal		required.	
	lessons for pupils			
	who require extra		Weekly progress	
	support in this area.		meetings in	
			Learning Support	
	Differentiated		to monitor the	
	teaching in all		progress of pupils	
	lessons. Individual		and ensure that	
	needs of pupils		support is	
	communicated with		targeted in the	
	all teaching staff.		right areas.	
	TA support in			
	lessons.			
	KS4:			
	Specific course			
	designed for pupils			
	who attended			
	listeracy withdrawal			
	sessions in KS3.			
	ASDAN course			
	delivered and pupils			
	given the			

	opportunity to learn			
	in a range of styles			
	and gain valuable life			
	skills and experience.			
	·			
	Access			
	Arrangements put in			
	place to minimize			
	·			
	barriers to taking			
	exams.			
	Differentiated			
	teaching.			
	TA support in			
	lessons.			
Specialised	Consulation with	Pupils with specific	Ongoing – led by	SENCO.
equipment provided	pupils, parents,	needs are provided	individual needs of	
for pupils with	carers and specialists	with the correct	pupils.	
specific needs.	to ensure that the	equipment to	P or po.	
'	correct equipment is	ensure that barriers		
	used to maximize	to learning are		
		minimised.		
Daview of lander	potential.		Onceine led by	CENICO
Review of laptop	Pupils who are	Pupils who have	Ongoing – led by	SENCO.
usage policy to	identified as needing	physical difficulties	the individual	
ensure all pupils	to use a laptop in	or significant	needs of pupils.	
who need this	lessons are able to			
support are able to	bring in their own			
use a laptop in	laptop for their own	to use laptops in		
lessons and for	individual use.	lessons and in		
examinations.		examinations.		
	Pupils sign an			
	acceptable use policy			
	before they are given			
	permission to use			
	their laptop in			
	school.			
	3011001.			
	Dunile use seher-			
	Pupils use school			
	laptops for			
	examinations.			

Access to information				
Targets	Strategies	Outcome	Time Frame	Responsibility
Information about	SEN policy, local	Parents and carers	Updated annually.	SENCO.
SEN matters to be	offer and Lancashire	to have easy access		
made available via	local offer to be	to SEN information.		
the school website.	available on the			
Hard copies also to	school website.			

be available upon				
request.	Information about			
	staff in Learning			
	Support to be			
	available on the			
	school website.			
	All of the above to			
	be available as hard			
	copies from the			
	school office, if			
	required.			
Ensure that all	Pupils with VI needs	All pupils to be able	Reviewed annually	SENCO.
printed information	are provided with	to access relevant	in meetings with	Examinations
needed for	adapted materials	information needed	SENCO and	Officer.
examinations and	needed for	for their	Examinations	Teaching staff.
lessons are made	examinations and	examinations and	Officer.	
accessible for pupils	lessons.	lessons.		
with VI or visual			Specific pupil	
stress disorders.	Pupils with visual		information given to	
	stress disorders to		teachers via stickers	
	be provided with		for registers and IEP	
	examination,		documents.	
	reading and lesson			
	materials in their			
	preferred coloured			
	paper.			

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