



Accessibility Plan

St Julian's School

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Created by	Hannah Hopkins
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Person responsible for reviewing	Hannah Hopkins
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1. Mission Statement

At St Julian's we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all school users: we are a *School for All, where Everyone Succeeds*. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of all pupils and students is monitored and the data is used to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. At St Julian's we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This Accessibility Plan is in conjunction with our Inclusion Policy, Strategic Equalities Plan (2024-2028) and Equality Impact Assessment Guide.

2. Background

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.

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effects on their activities
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities

The 2010 Equalities Act also states -

A disabled person will have 'a physical or mental impairment that has a *substantial* and *long-term* negative effect on their ability to do normal daily activities.'

- 'substantial' is more than minor or trivial - eg it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more - eg a breathing condition that develops as a result of a lung infection

3. Our Duty

The acts place a general duty on schools who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination that is unlawful under the DDA
- Eliminating harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

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, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

St Julian's School - Accessibility

Context

We are a large secondary school for boys and girls aged between 11 and 19. The school comprises of three buildings mostly of two or three-storey construction sitting within surrounding grounds.

The School's Aims

- embraces a partnership between the school and home
- offer each member the opportunity to grow in knowledge fostered through shared values and guidance.
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- students will be helped to appreciate that they are members of the wider community in its richness and diversity
- the curriculum provides a setting in which all students have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values

We are working within a national framework for educational inclusion provided by:

- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act 2005
- Code of Practice for Schools (Disability Rights Commission)
- Equalities Act 2010
- Keeping Learners Safe 2015

The priorities for the Accessibility Plan for our school were identified by a planning group that consisted of:

- ALN Governor / Wellbeing Committee
- Headteacher
- ALNCO / LS Coordinator
- Head of LDC
- Estates and Operations Manager

The following groups were consulted with during the formation of the Accessibility Plan:

- Students
- Staff
- Parents
- Relevant agencies

Monitoring

To meet the Disability Equality Duty and the Equality Act requirements it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities.

Accordingly, at St Julian's we monitor the following:

- Achievement of pupils by disability and vulnerable groups
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc)

Considerations:

St Julian's tries to make the buildings accessible for all and will implement reasonable adjustments when requested.

Every year parents are asked if they require information in an accessible format. This is provided on Year 6 parents' forms prior to transition and at the start of the academic year for all the parents.

Events for parents and carers, such as open evenings and meetings with teachers, are held in accessible parts of the building.

Hiring Transport

School staff are aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. Accessible vehicles are provided when necessary.

Election of Parent Governors

The election of parent governors is covered by the DDA 2005, and governors ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. The school ensures that any disabled governor can participate fully in school life.

Appointments

School adheres to LA guidelines when appointing new staff. The application form allows candidates to state a disability (if they wish) and be considered for an interview.

Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty and the Equalities Act, St Julian's has drawn up an action plan to make things happen. This is the Accessibility Plan. In addition, the Strategic Equalities Plan also outlines plans to improve equality for all.

St Julian's promotes good practice in disability equality in numerous ways:

- **Promoting equality of opportunity between disabled people and other people**
We increase awareness of how parents of disabled children and young people can help to support their learning - the work of our Learning Support Department and LDC ensures this
- **Eliminating discrimination that is unlawful under the DDA and EA and harassment of disabled people that is related to their disability**
We monitor incidents of harassment and bullying of disabled pupils via SIMS
We encourage pupils to report and take action against offenders (bullying/racial registers - SIMS)
If a number of incidents have been prevalent within a particular year group we use circle time, assembly, PSE and curricular support to investigate and address the issue with all pupils
- **Promoting positive attitudes towards disabled people**
We use the school environment to promote positive attitudes to disability. We ensure that disability is represented in posters, collages, displays and learning materials
We celebrate and highlight key events such as the Paralympics via PSE lessons
- **Encouraging participation in public life by disabled people**
We ensure that disabled pupils are encouraged to participate in all school activities
- **Equality issues are integral to the daily life of the school**
We have a standard item of equalities on all meeting agendas (eg dept, LT, House Teams)
It is also a standard item on every Governors' Meeting
The Governor with Responsibilities for Equalities works in the school and contributes to all aspects of the Equalities Agenda

Accessibility Plan

1. Eqt6a Develop the targeted provision for designated ALN classes

Aim: Evaluate and develop the provision for designated ALN classes (C classes)

Rationale: There has been an increase in the number of learners whose limited literacy and numeracy skills are a barrier to accessing the curriculum upon entry to secondary school and in light of increasing and more severe needs, the C classes will require additional targeted support to improve those skills as they move through the school.

Plan: To further develop the curriculum to meet the increasing needs of learners in the 'C' classes

Time: Oct 2024 - April 2025

2. Eqt6b Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Aim: to further enhance and equip the school site for students with mobility needs

Rationale: Increase in students with mobility needs needing to access necessary classrooms.

Plan: to work alongside the Occupational Therapy Services and NCC/Newport Norse in identifying areas for work and implementing such requests

Time: to be completed as soon as possible with ongoing works

3. EQT6c Further embed a proactive approach to developing an inclusive culture across the school

Aim: to further embed an inclusive culture across the school

Rationale: St Julian's school is committed to the Welsh government agenda of being an anti-racist nation by 2030. Further action and a more proactive approach can be taken in school to become an anti-racist school. With 37% of our school population being from an ethnicity other than WBRI, it is paramount that we have an inclusive and anti-racist culture at St Julian's. In addition, the school has a growing LGBTQ+ community. A minority of learners and staff feel that homophobic language is openly used and on occasions, targeted comments are also made although rarely reported.

The number of A stage EAL learners joining the school has continued to increase: 12% of the school's population has EAL at Stage A - C. For example there has been an increasing number of students joining the school in later year groups due to refugee status; these students have significant language barriers and struggle to access the curriculum or gain suitable qualifications.

Plan: to collaborate with external organisations to increase knowledge and understanding across the staff. To further improve curriculum provision, resources and assessments

Time: Oct 24 - July 25