



Accessibility Plan: Cardinal Wiseman Catholic School **June 2018 - July 2021:**
Standards for Inclusion: <http://beps.org.uk/index.php/disability-equality/standards-for-inclusion>

<http://beps.org.uk/index.php/disability-equality/accessibility-planning>

Our vision at Cardinal Wiseman is to ensure that every child is enabled to make progress and participate fully in the life of the school, in line with our Catholic values of compassion and generosity. We endeavour to build anticipatory capacity to reduce the extent to which students are disadvantaged by Special Educational Needs and/or disabilities. This plan outlines how we intend to build that anticipatory capacity over time, as part of our commitment to equal opportunities.

Aims	Objectives	Action	Timescale
Improve participation in lessons of students with Special Educational Needs	SENCO to maintain comprehensive information on the extent of students' SEND in the school's Provision Map and students' individual Learning Support Plans	<ul style="list-style-type: none"> • Conduct standardised assessments when necessary. • Use external specialist assessments when necessary. • Analyse data to identify patterns in progress, and follow-up on this with lesson observations to identify barriers to learning • Liaise with primary school to ensure information about SEND is shared during transition. 	ongoing
	Ensure reasonable adjustments are made in lessons to support students' SEND.	<ul style="list-style-type: none"> • Continuously review and update Learning Support Plans. • Monitor the learning of students with SEND through observations and analysis of tracking data, and use this to inform recommended strategies in LSPs • Provide CPD for staff when necessary, to ensure they understand and are able to make the reasonable adjustments necessary for students with SEND. • Regularly consult external specialists to 	ongoing



		<p>ensure the recommended strategies for students with SEND are appropriate.</p>	
	<p>Ensure reasonable adjustments are made so that students with SEND are not disadvantaged in exams.</p>	<ul style="list-style-type: none"> • Conduct standardised testing to identify which students are eligible for access arrangements in exams. • Administer the access arrangements in mock and public exams in line with JCQ guidelines. • Ensure that access arrangements are normal working practice in classroom assessments as far as possible. 	<p>ongoing</p>
	<p>Create a learning environment which enables students to access the curriculum.</p>	<ul style="list-style-type: none"> • Ensure teachers are aware of the seating and display arrangements which are best suited to the SEN of individual students. • Set up the Learning Support Centre so that students with mental health difficulties and/or Autistic Spectrum Disorders have a comfortable place in which to receive additional support. • Consult specialist agencies regularly to ensure the right equipment enables students to access all aspects of school life in spite of SEND. 	<p>Ongoing</p> <p>September 2018</p>
<p>Improve the participation, integration and access of students with physical difficulties, disabilities and</p>	<p>Make the school site more accessible for people with mobility difficulties.</p>	<ul style="list-style-type: none"> • Repeat the accessibility audit of the school environment with the PDSS specialist, to identify ways to improve it. Cost and incorporate recommendations into this plan. 	<p>July 2018</p>
	<p>Make the school site more accessible for people with</p>	<ul style="list-style-type: none"> • A qualified Teacher of the Hearing Impaired will audit the site for possible 	<p>October 2018</p>



<p>visual or hearing impairments.</p>	<p>hearing and/or visual impairments</p>	<p>improvements to make it more accessible for people with hearing impairments, (looking at signage and the necessity/feasibility) of hearing loops. Recommendations will be costed and incorporated into this plan, as necessary.</p> <ul style="list-style-type: none"> • A qualified Teacher of the Visually Impaired will audit the site for possible improvements to make it more accessible for people with visual impairments, (advising on blinds, boards, and lighting. Recommendations will then be costed and incorporated into this plan. 	
	<p>Ensure pupils' medical needs are met so that they can participate safely in the school community.</p>	<ul style="list-style-type: none"> • Complete risk assessments in case of pupils attending with illness or injuries. • Establish clear medical policy, which identifies which staff administer medicines and obtain permission/evidence for this. • Consult relevant specialist agencies when necessary to ensure the school meets students' medical/physical needs as safely and effectively as possible. • Share the latest evacuation plans and lockdown procedures with staff and students regularly. 	<p>ongoing</p>