



**MARICOURT
CATHOLIC
HIGH SCHOOL**
& SIXTH FORM CENTRE

ACCESSIBILITY PLAN AND DISABILITY EQUALITY SCHEME

Mission Statement

Maricourt seeks to provide a living Catholic community which is rooted in Christian values and where growth and knowledge, respect love and fellowship are shared by all.

INSPIRE
WITH
MARICOURT

POLICY REVIEWED: September 2019
SCHEDULED REVIEW: September 2022

Our Aims

At Maricourt we welcome all students into our Christian Catholic school community. We are a fully inclusive school in all we do; our philosophy and actions are rooted in our school mission statement:

‘Maricourt seeks to provide and sustain a living Catholic Community which is rooted in Christian Values and where growth and knowledge, respect, love and fellowship are shared by all’.

We respect and uphold our central belief that all students are uniquely made in God’s own image for a specific role in this world. It is entrusted to all the staff of Maricourt to ensure that all students realise their full potential and develop as confident individuals. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Considering those with Special Educational Needs and/or Disability

Maricourt aims to offer students with Special Education Needs and/or Disability (SEND) the best possible provision, guidance and support so that the impact of any learning difficulties are minimized In accordance with recent changes in legislation:

All students at Maricourt have access to learning opportunities without discrimination in accordance with the Equality Act 2010 and the Children and Families Act 2014. The Equality Act defines disability as: “A person has a disability if he or she has a physical or mental impairment that has substantial or long-term adverse effects on his or her ability to carry out normal day-to-day activities”.

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Stakeholders

The Accessibility Plan has been drawn up in consultation with students, parents, SENCO and Sefton Special Education Needs Inclusion Service and Alder Hey Occupational Therapists as appropriate.

This plan sets out the proposals of the Governing Body of the school to increase access to education for students with special education needs/ disabilities (SEND) in the three areas:

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

Links

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety
- Inclusion
- Special Educational Needs
- Anti-bullying and Behaviour
- School Improvement Plan
- School Prospectus and Mission Statement

Accessibility Plan Structure

Accessibilty plan 2019-20

1. Increasing the extent to which disabled pupils can participate in the school curriculum

Scale	Targets	Strategies	Outcome	By when	By whom	Success criteria
S1-1	To ensure that transition is robust in transferring an understanding of students' needs and how best our they can be supported -	<p>Enhanced transition for SEND students.</p> <p>Student/parental meetings in primary setting Transition day where required.</p> <p>Support from specialists and Local Authority as appropriate</p> <p>Ensuring both pupil and parental involvement throughout</p>	<p>Pupils and parents to feel happy and confident that the needs of all individuals will be met</p> <p>Curriculum adaptations to be made in advance of pupils starting at Maricourt Catholic High School.</p>	Prior to opening term	<p>SLT J Bennett</p> <p>SENCo J Cowans</p> <p>Progress Leader</p> <p>SSENIS Consultants</p> <p>Learning Support Team</p>	<p>An enhanced transition in place including:</p> <p>Year 5 & 6 Open evening</p> <p>Year 6 transition day</p> <p>Additional visits / tours</p> <p>Key workers assigned</p> <p>Primary visits</p> <p>Transition Pack / Information booklets for all SEND students</p> <p>Improved access to the curriculum and raised standards in pupils with literacy / numeracy difficulties.</p>

S2 -1	To provide additional literacy and numeracy support for 'Non Secondary' students.	Provide a personalised curriculum of an additional literacy and numeracy lesson weekly reviewed half termly until students reach the 'Secondary Ready' mark.	Students reach a standardised score of at least 100.	September 2019 - ongoing All students to meet standard by end of year 7	SLT SENCo J Cowans Head of English Literacy specialist teacher Connor Blanchard/ LGavan Numeracy specialist teacher L Gavan	Students reach a standardised score of at least 100. Students can study in their regular class sets with the rest of the cohort.
S3-1	To supplement reading and spelling support for Dyslexic students	Use of SSENIS specialist Dyslexic support teacher – x1 day each week Use of level 2 TA reading Specialist teaching read write inc 'fresh start' programme	Improvement in the attainment of pupils with poor reading skills and memory at least above 9 years old	September 2019 - ongoing	SENCo J Cowans Dyslexic support teacher J Jameson CByrne	Improved access to the curriculum and raised standards in pupils with literacy /numeracy difficulties.
S4-1	To improve spelling school for those on SEND Support.	Use of the IDL spelling intervention x2 sessions before school commence	Improvement in the attainment of pupils with poor spelling at least above 9 years old.	September 2019 – ongoing.	SENCo J Cowans LSA K Leggett	Improved access to the curriculum and raised standards in pupils with literacy /numeracy difficulties.
S5-1	To raise awareness of the SEND Support and Monitoring registers.	Share registers and support plans via inset day and SEND folder on school 'I drive'.	Staff confident in using suggested strategies to personalize learning for SEND students.	September 2019 – ongoing. Attendance at all Curriculum Leaders and Children's Plan Meetings.	SENCo J Cowans	Improved access to the curriculum and raised standards in all subjects for SEND students.

Scale	Targets	Strategies	Outcome	By when	By whom	Success criteria
M1-1	Develop knowledge and understanding of teachers and support staff of inclusive practices, disability and how to remove barriers to learning, assessment and participation	Staff CPD – focus on Quality First Teaching – in particular with regards to SEMH INSET	Teachers confident in providing appropriate differentiated support, adapting tasks, resources / materials for students with disabilities, to access the curriculum and achieve. Supporting pupils with Dyslexia, ASC, social and communication difficulties etc Support staff e confident at sharing and modelling good practice.	September 2019 – ongoing. Termly SEND inset.	SENCo J Cowans	Improved access to the curriculum and raised standards in all subjects for SEND students. Evidence through feedback, pupil voice and parental voice of students' needs being met and progress being made.
M2-1	To build and develop student awareness and acceptance of disabilities	Celebrate anti –bullying / mental health week / autism week through whole school approach PSHE lessons / tutor programme and enrichment lessons. Informative assemblies. Small group sessions with specialists to support. Mentor programmes	Young people celebrate what makes them, and others unique. Understand why it's important that every child feels included in school able to be themselves without fear of bullying. For students to be more aware of both the visible and invisible disabilities that many of their peers / family and friends live with on a daily basis.	As per send calendar 2019	Whole school staffing/students	Improved confidence in self and well-being. Integration within classes without fear of prejudice.

Scale Long	Targets	Strategies	Outcome	By when	By whom	Success criteria
L1-1	To improve access to curriculum content.	Ensure future changes to Curriculum at KS4 take into account accessibility. Implement COPE award in Year 10 to support weak readers /processing	Improve levels of attainment.	September 2019 – ongoing. Agenda point for Curriculum Leaders meetings	SLT E. Varey SENCo J Cowans	Improved access to the curriculum and raised standards in all subjects for SEND students.
L1-2	Investigate literacy programmes to support students struggling with reading at GCS.E	Use support from Inclusion consultant and SEND network to pilot new literacy programmes for KS4.	Improvement in the attainment of pupils with poor literacy.	September 2019 – ongoing.	SENCo J Cowans Curriculum Leader For english Language specificity coordinator Y Bell	Improved reading ages and therefore access to the curriculum and raised standards in literacy based subjects.
L1-3	Development of a parental forum.	Parental forum created in As a developmental point from SENDIA next steps Allocate a key worker to each HNF/EHCP student	Improved parental understanding of their child's sensory needs.	September 2019 – ongoing.	SENCo J Cowans	A successful parental ASC forum that met on a termly basis. Parental feedback / evaluation available.

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

Scale	Targets	Strategies	Outcome	By when	By whom	Success criteria
S2-1	Improve access to both Arnold and Newman buildings in accordance with Local Authority Access Plans.	<p>Liaison with the Complex Needs, SSENIS and Visual Impaired teams (particularly Knowsley) and health experts to complete access assessments as appropriate.</p> <p>Follow recommendations from evolving Access Plans</p> <p>Hand rails to be fitted where identified.</p> <p>Current lift to be regularly maintained. Ramps adjustments to be considered and provided if required.</p> <p>Timetable / room changes and adjustments to be made as appropriate to need.</p>	<p>Pupils with limited mobility are able to navigate around the school site safely.</p> <p>Timetables are personalised to ensure inclusivity.</p>	September 2018 – ongoing	<p>SENCo J Cowans</p> <p>SSENIS SEND team in Knowsley</p> <p>Complex Needs Consultant</p> <p>Site manager M Vose</p> <p>Progress Leaders.</p>	<p>Access Plans acted upon and alterations made – (subject to available funds).</p> <p>School is user friendly to all students with disabilities.</p> <p>Easier access for parents at both sites.</p> <p>Personalised timetables in place and alternative provision provided.</p>

S2-2	Improved access for students with a visual impairment.	<p>Ensure edge of steps both inside and outside are clearly visible and regularly monitored for wear and tear.</p> <p>Blinds to be fitted in identified classrooms to ensure a better contrast is given when staff project work onto a screen.</p> <p>Pupils with impaired vision to move more confidently in and around the school site.</p> <p>Classroom resources to become more accessible to our vision impaired students</p>	<p>Students with impaired vision are less likely to fall and will move with more confidence around both sites.</p> <p>Students with a visual impairment can access curriculum content.</p>	September 2019 – ongoing.	<p>SENCo J Cowans</p> <p>Site manager M Vose</p> <p>Whole staffing</p>	<p>School is user friendly to all students with disabilities.</p> <p>Students can access curriculum content.</p> <p>Improvement in attainment.</p>
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3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Scale	Targets	Strategies	Outcome	By when	By whom	Success criteria
S3-1	Improve access to reading and recording of information given out in lessons.	<p>Provide students with laptops to support reading and writing if applicable.</p> <p>Hand-outs, timetables, textbooks and information about the school and school events in an easy to read, or larger print.</p>	Improved access to written information and access to additional materials for students.	September 2019 – ongoing	<p>SENCo J Cowans</p> <p>Learning Support team.</p>	<p>Improved delivery of information in other formats.</p> <p>Identified on Access Arrangements register.</p> <p>Improved participation and attainment.</p>

M3-1	To ensure all staff are familiar with ways of delivering information to people with disabilities. e.g. use of simple language, larger print, use of diagrams, uncluttered text, allowing sufficient time.	Delivered through focused CPD workshops. Strategies highlighted on SEND Support plans.	Staff are more familiar with differing techniques to enable all students, particularly those with disabilities, to access the curriculum and achieve.	September 2019 – ongoing.	SENCo J Cowans Learning Support team.	Improved delivery of information in other formats. Improved participation and attainment.
M3-2	Develop the use of ICT to support our learners with disabilities and parents with disabilities when necessary.	Research and trial new technologies to support pupils with any sensory or physical needs. Trial the use of Reading Pens with GCSE students Computer Readers Voice recognition software for recording	More effective access to information. Technology to develop and foster independent learners and create opportunities.	September 2019 – ongoing	SENCo J Cowans Learning Support team.	All inclusive materials can be accessed via the school website

This action plans relate to each of these three key areas of accessibility. The plans will be reviewed and adjusted on an annual basis.