



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

Accessibility Plan and Disability Equality Scheme

Mission Statement

Our Maricourt family, with **Christ at the centre**, is a community of **welcome, compassion and respect** in which we are encouraged to discover our true purpose and empowered to **achieve the extraordinary** so as to **be the change** we want to see in our world.

INSPIRE
WITH
MARICOURT

Policy Reviewed: Sept 2022
Scheduled Review: Sept 2025

Our Aims

At Maricourt we welcome all students into our Christian Catholic school community. We are a fully inclusive school in all we do; 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".

The Equality Act 2010 states that all schools are required to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided. Improve the availability of accessible information to disabled pupils.
- Maricourt Catholic High School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our Accessibility Plan is available online on the school website

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and Guidance

- This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.
- Under the Special Educational Needs and Disability (SEND) Code of Practice, 'longterm' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.
- Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Our intentions

To increase access to the curriculum for pupils with a disability:

- Our school offers a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum resources include examples of people with disabilities.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with special education needs or disability.
- The curriculum is reviewed to ensure it meets the needs of all pupils.

To improve the delivery of information to pupils with a disability:

- In the design and production of literature and information Maricourt High School will ensure that such publications can be produced in an alternative format when requested or required.
- Our school uses a range of communication methods to ensure information is accessible. This includes: - Visual timetables - Electronic devices (Laptop) - Large print resources/VI and HI team support - Pictorial or symbolic representations – Reading Pens

To improve access to the physical environment:

- The environment is adapted to the needs of pupils as required. We have accessible parking bays, accessible toilets and ensure that students are timetabled into accessible class rooms for all of their lessons so as not to disadvantage their learning.
- Other accessibility needs are assessed on an individual basis whenever the need arises.

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
- Special Educational Needs Policy
- Anti-bullying and Behaviour
- School Improvement Plan
- School Prospectus and Mission Statement

Monitoring Arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by Maricourt High School's Governing Body/Board of trustees and our Headteacher.