

## Introduction

This plan has been guided by Schedule 10 of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as:

“A person who has a physical or mental impairment that has a substantial and long term negative effect on their ability to carry out normal daily activities”

Physical or mental impairment includes sensory or hidden impairments and long term is defined as likely to last for more than 12 months. All of those members of the community with life limiting diseases are now included from the point of diagnosis.

The College will not disadvantage a disabled student as a consequence of their disability, there is no longer any justification for direct discrimination in any circumstances. The accessibility plan will seek to protect students from indirect discrimination and where activities places a disabled student at a disadvantage reasonable adjustments will be made to mitigate against these. In addition the College will need to consider potential reasonable adjustments that may need to be made in the future, as opposed to those based on students currently on role.

## Key Legislation

Disability Discrimination Act 1995 / 2005

SEN and Disability Act 2001

The Equality Act 2010

The Equality Duty 2011

| <b>Accessibility Planning Grid</b>         |   |                                      |
|--|---|--------------------------------------|
| <b>Increasing Access to the Curriculum</b> |   |                                      |
| Activity                                   | Outcomes  | Responsible Person                   |
| Process for identifying barriers           | <ul style="list-style-type: none"> <li>● Return from Curriculum Leaders</li> <li>● Assessment by Deputy Headteacher responsible for curriculum</li> </ul> | Deputy Head                          |
| Barriers identified                        | <ul style="list-style-type: none"> <li>● Appropriate fonts not available on network</li> <li>● Ability to apply screen filters to pc profiles</li> </ul>  |                                      |
| Objectives for improvement 2015-17         | <ul style="list-style-type: none"> <li>● Provision of appropriate fonts</li> </ul>  |                                      |
| <b>Improving the Physical Environment</b>  |   |                                      |
| Activity                                   | Outcomes  | Responsible Person                   |
| Process for identifying barriers           | <ul style="list-style-type: none"> <li>● Visual inspection of site</li> <li>● Hazard log records</li> <li>● Reporting procedures</li> </ul>               | H&S Officer<br>Premises<br>Committee |
| Barriers identified                        | <ul style="list-style-type: none"> <li>● Single point of access and egress from buildings</li> </ul>  |                                      |

St Boniface's Catholic College  
Accessibility Plan

|                                    |  |  |
|------------------------------------|--|--|
|                                    | <ul style="list-style-type: none"> <li>● High visibility step edge markers worn or missing</li> <li>● Continuous high visibility handrails on stairs</li> <li>● Access difficulties to Maths, RE departments and one art classroom</li> <li>● Difficult access to science laboratories</li> <li>● Access to reception and administrative offices</li> <li>● College signage unclear and out of date</li> <li>● Accessible toilets number and condition</li> </ul>  |  |
| Objectives for improvement 2015-17 | <ul style="list-style-type: none"> <li>● Emergency planning to identify procedures for alternative egress from College buildings</li> <li>● High visibility markings on stairs and rails</li> <li>● Sloping of floor in E block corridor to replace steps and improve access to science laboratories</li> <li>● Removal of display cabinet in E block entrance to allow full movement of doors</li> <li>● Improve access to reception and D block science laboratories - possible ramp adjacent to main pedestrian entrance.</li> <li>● Replace signage across the College site internal and external</li> </ul> |  |

**Improving the Delivery of Information**

| Activity                           | Outcomes  | Responsible Person |
|------------------------------------|---|--------------------|
| Process for identifying barriers   | <ul style="list-style-type: none"> <li>● Data capture sheets and MIS include the opportunity to capture parents' or carers' difficulties in assessing written information</li> </ul>  | Headteacher        |
| Barriers identified                | <ul style="list-style-type: none"> <li>● College documents are not available in a range of formats</li> <li>● College is not proactive in identifying and meeting parents' needs</li> </ul>   |                    |
| Objectives for improvement 2015-17 | <ul style="list-style-type: none"> <li>● Ensure process for identifying needs are in place</li> <li>● Ensure all College documents are available online</li> <li>● Seek out information from parents about what their needs are.</li> </ul> |                    |

**Ensuring Access to the Curriculum for students with a disability**

| Activity                           | Outcomes   | Responsible Person       |
|------------------------------------|--|--------------------------|
| Process for identifying barriers   | <ul style="list-style-type: none"> <li>● Assessment by Deputy Headteacher responsible for curriculum</li> </ul>  | Deputy Head - timetabler |
| Barriers identified                | <ul style="list-style-type: none"> <li>● Access to class/lab/workshop areas is a problem</li> </ul>  | Deputy Head - timetabler |
| Objectives for improvement 2015-17 | <ul style="list-style-type: none"> <li>● If such an obstruction were to occur on a pupil timetable then a re-allocation of rooms so as to ensure appropriate access for the class would be undertaken prior to release of timetables to pupils.</li> </ul> | Deputy Head - timetabler |