

Catch22 Independent Schools Policy

Accessibility

Catch22 Include Norfolk

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This policy will be reviewed Annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Jamie Nielsen
Queries to:	Headteacher
Date created:	21 April 2021
Date of last review:	August 2025
Date of next review:	August 2027
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All Catch22 Education staff

Catch 22 Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools and academies cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments - Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. - Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development	✓ ✓
Relationships beat structures Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	✓

Things about you, built with you, are for you • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.	✓ X ✓
Unleash Greatness • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment	✓ ✓
Let robots be robots and humans be human • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline.	✓ ✓ ✓
Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	✓

1. What is the policy about?

Schools and Academies are required under the Equality Act 2010 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

Our 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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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

2. Who does this policy apply to?

This policy applies to all Catch22 Education staff, pupils, parents, governing bodies, volunteers, and contractors.

3. Policy requirements

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' 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.

The School will ensure appropriate measures are in place to:

- Increase access to the curriculum for pupils with a disability;
- Improve and maintain access to the physical environment;
- Improve the delivery of information to pupils with a disability.

See Appendix 1 – Action Plan, for specific practice.

4. Definitions

SEND – Special Educational Needs and Disabilities – A child with SEND has a learning difficulty and/or a disability which requires them to have additional educational and/or health support.

5. Related policies

- SEND policy
- Curriculum policy
- Health and safety policy
- Complaints, compliments, and feedback policy
- Supporting pupils with medical conditions policy

6. Appendices

Appendix 1 – Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. IM	CURRENT PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils	Our Curriculum is reviewed annually for development and accessibility.	Annual Review	ATH and SLT	End of each academic year	Review has been completed
	We use resources tailored to the needs of pupils who require support to access the curriculum	Our Current curriculum objective is to look at a higher ICT qualification	Identify suitable provide	Teachers and Exams officer	Next academic year	Provider identified who provides services that meet the needs of our students
	Curriculum resources include examples of people with disabilities	Many of our learners have SEN based disabilities. We aim to meet their needs by provision of a scribe, reader and high staff pupil ratio.	Continual assessment and review.	SENCo & SLT	Ongoing	SEN students are not at a disadvantage
	Targets are set effectively and are appropriate for pupils with additional needs	Targets are set to stretch and challenge and bridge gaps in learners.	Appropriate targets set.	AHT and SLT	Ongoing as and when necessary.	Learning gaps identified and bridge

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes:					
	• Ramps	We will provide access in order to comply with current legislation as and when necessary	We will provide access in order to comply with current legislation as and when necessary	Headteacher	As required	All students access is provided if necessary
	• Corridor width	To ensure that all our corridors have accessibility for wheelchairs on the ground floor.	We believe all our corridors are currently wheelchair accessible.	Headteacher	As required	All students access is provided if necessary
	• Disabled parking bays	To establish a parking bay at each site when needed	Establish a parking bay at each site when needed.	Headteacher	As required	Designated disabled parking bay established when needed
	• Disabled toilets and changing facilities • Shelves at wheelchair-accessible height	Adjustments will be made when necessary. Adjustments will be made when necessary.	Adjustments will be made when necessary. Adjustments will be made when necessary.	Headteacher Headteacher	As required As required	All students access is provided if necessary
Improve the delivery of	Our school uses a range of communication methods to					

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information to pupils with a disability	ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations	To have clear signage using a mix of media in suitable locations Provided when needed Provided when needed Provided when needed Provided when needed	Suitable signage is used when necessary Large print will be used when necessary To be considered when necessary To be considered when necessary Review and replace as require at all 3 sites	AHT and SLT AHT and SLT AHT and SLT AHT and SLT AHT and SLT	Annually When required When required When required When required	Meets the needs None needed None needed None needed All signs and pictures are accessible to all.

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Accessibility
EIA completed by:	Headteacher
Date of assessment:	July 2022
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period	☐	☐	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☐	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes