



## Bellerive FCJ Catholic College

### ACCESSIBILITY PLAN

*This policy will be implemented in a way which honours the vision that every FCJ school is a community of persons - students, staff, governors - bound together in mutual respect and ready to rely on each other in fulfilling their privileged task as educators in a Catholic school.*

#### **Bellerive FCJ Catholic College Mission Statement:**

- To help everyone within a caring community to grow in faith
- To respect and value other cultures and faiths
- To make the most of every given ability
- To enjoy and achieve personal growth and academic excellence
- To prepare pupils for their adult life, playing a full part in a modern global society

#### **History of Document**

<b>Issue No.</b>	<b>Author/ Owner</b>	<b>Date Written</b>	<b>To Governors</b>	<b>Date Approved</b>	<b>Comments/Signature</b>
1		Oct 2023	12/10/2023	12/10/2023	Review Oct 2026
2					
3					
4					

**As a school, we welcome our duties under the Equality Act 2010.**

**The general duties are to:**

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We understand and take seriously the principles of the Act. We strive to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

**A protected characteristic under the Act covers the groups listed below:**

- age
- disability
- race
- sex (including issues of gender identity and young people going through transition)
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership

**Section One: Equality Duty 2017-20**

**In advancing equality of opportunity:**

We aim to remove or minimise the disadvantages suffered by people due to their protected characteristics; we aim to meet the needs of people with certain protected characteristics where these are different from the needs of other people; we encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

**As a school, we will collect data related to the protected characteristics above and can analyse this data as required for:**

- admissions
- attendance
- attainment and progress
- exclusions
- prejudice related incidents
- employment
- participation

We are mindful of using this data to inform our decision making, policies and practices. We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of students at Bellerive FCJ Catholic College. **We aim, in relation to the protected characteristics detailed above, to:**

- recognise and respect diversity
- foster positive attitudes and relationships, and a shared sense of belonging
- tackle prejudice and promote understanding between people from different groups
- observe good equalities practice, including staff recruitment, retention and development, and procurement
- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that the communities within, around and beyond our school will benefit

- use the school's complaints procedure initially to deal with any complaints under the Equality Act 2010 and for any complaint not resolved internally, use the Local Authority complaints procedure.

### **Addressing Prejudice Related Incidents**

Bellerive FCJ Catholic College is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We aim to provide both our students and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents. The school will keep a record of prejudice related incidents and report these to the Trust when requested.

### **Responsibility**

We believe that promoting equality is the whole school's responsibility so will take account of the following:

Relevant group	Responsibility
Governing Body	Monitor and evaluate the school's processes and progress towards meeting the equality objectives
Exec Head and Interim Head of School	Support as above. Give key messages to all school stakeholders regarding equality. Ensure relevant training is given to staff and to students. Ensure that the school monitors and reports incidents correctly.
SLT	Support the interim Head of School as above. Ensure that all staff know their duty and responsibility to report incidents accurately.
Teaching staff	Playing their part in ensuring the right outcomes for learners. Upholding and demonstrating the commitment made to learners and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum. Ensuring own awareness of the responsibility to record and report prejudice related incidents.
Support staff	Supporting the school and the governing body in delivering a fair and equitable service to all stakeholders. Upholding the commitment made by the Interim Head of School regarding the fair and equitable treatment of learners and parents/carers. Ensuring their own awareness of their responsibilities.
Students	Understanding and playing their part in the commitment to equality. Reporting any incidents to relevant staff.
Parents/Carers	Informing the school of any concerns regarding equality and reporting prejudice related incidents

### **Equality Objectives:**

- \* Ensure that the curriculum promotes role models that our students positively identify with, which reflects the school's diversity in terms of race, gender and disability.
- \* Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.
- \* Educate all staff and students about sexual orientation and transgender issues
- \* Identify, respond and report prejudice-related incidents.

\* Report the figures to the Governing body termly and to the Trust annually.

\*Celebrate cultural events throughout the year to enhance student awareness and understanding of different communities.

**ACTION PLAN FOR BELLERIVE FCJ CATHOLIC COLLEGE:**

ASPECT	HOW	WHO	WHEN	SUCCESS
Ensure that the curriculum promotes role models that our students positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Curriculum audit and change as required  Involve student council in this to promote interest and buy in  Focus on the traditional HWB days	SLT Curriculum and Pastoral leaders Staff Student council	Autumn term 2023 for audit and involvement  Run the programme during the academic year 2023/4 and evaluate in the Summer half term 2024	Increase in participation of identified groups  Feedback from students  Reduction in reported incidents
Ensure class displays promote equality	Increase student participation and discussion as a result of this  Focus of HWB days	Staff and students	Second half of Autumn term 2023	Reduction in incidents  Awareness raising for all  Positive promotion of equality  Further improved dialogue and relationships with students feeling even more comfortable discussing/highlighting issues
Educate all staff and students on sexual orientation, transgender and equality issues	Assemblies  Involvement of student council  Equality group?  Trust INSET is ongoing	Governors  Staff  Students	Second half of Autumn 2023	Reduction in incidents/situations/language  Positive promotion of equality
Timely reporting of incidents and data analysis	Interim Head of School receives data and uses it as appropriate	SLT  Governors	Ongoing throughout 2023/4	Data is used to monitor and review and improve practice  Governing body is kept informed
Celebrate cultural awareness	Extend cultural day further in terms of activities and length	Staff and students  School council involvement this year	Date for cultural day on calendar  Ongoing promotion	Increased awareness of students and staff  Positively celebrating our many cultures

	School council involvement in cultural day this year		throughout 2023/4	Promoting further cultural inclusion and harmony
	More dept involvement through curriculum planning			

### Section Two: Accessibility Plan:

Bellerive FCJ Catholic College is on a unique site. There are a mix of very old and very new buildings. The school is a split site separated by a tunnel which the FCJ funded in order to enable students to access all buildings without crossing a busy main road. The uniqueness of the site does challenge accessibility in some ways. Lifts have been installed in many of the buildings, where possible. The school was originally built to accommodate significantly fewer pupils than it currently educates and numbers are on the increase due to the school agreeing to go over PAN in lower years. The school cannot easily be enlarged. This is physically impossible owing to the very specific constraints of the school site. The school has sought to purchase some additional land over recent years, but the cost of the land makes it an impossible situation currently.

Since it was built, several additional teaching areas have been added which are specialist in purpose and fulfil a clear curriculum need. The overall capacity of the school in terms of common areas (the hall, corridors and play space) leads to the need to manage health and safety risks when large numbers are moving around the building and site in the original buildings. The new builds are much less of an issue in this regard. In the original buildings, corridors and entry/exit doors were built with far fewer in mind; corridors are narrow, staircases similarly narrow, and play and car parking space is at a premium. We operate strict policies on the movement of vehicles on the site and attempt to limit access as far as possible. Pupils have no attached playing fields and the school does not have an all-weather facility either. Consequently, the school utilises the local Sefton Park for PE, along with other local schools.

The school provides a base for SEND pupils on individualised catch-up programmes (Peach room and library). There are plans to increase this facility by the reintroduction of an extra building named Mount St Joseph.

There are also designated disabled toilets and lift access to the upper floors of the main teaching block in Sefton Park and O'Neill buildings as well as lift access in Bellerive. There is no lift in Elmfield. The school also has ramps to provide wheelchair access to some of the entrances.

As a school, we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability. The Accessibility Plan operates in conjunction with the following related policies, procedures and documents: School Improvement Plan, Equality Plan, Health and Safety Policy, Educational Visits, Behaviour Policy, Complaints Policy, SEND policy. Under the Equality Act 2010, schools and local authorities have a general duty to improve the accessibility of schools for disabled students.

**Definition of disability:** The Equality Act defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments and also hidden impairments. In the Equality Act 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months. The definition is broad and includes children with a wide range of impairments, including learning difficulties, dyslexia, autism,

speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A proportion of students at Bellerive FCJ Catholic College are therefore included in this definition.

**Disability and Special Educational Needs (SEND):** Some children who have SEN will also be defined as having a disability under the Equality Act. It is likely that some of the students who have SEN and an Education Health Care Plan (EHCP) or who are included in the SEND Register will count as disabled. However, not all children who are defined as disabled will have SEN. Similarly, not all children with SEN will be defined as having a disability under the Equality Act.

**Aims and objectives:**

Our aims are to:

- Ensure access to the curriculum for students with a disability
- Ensure access to the physical environment

**The table below sets out how the school will achieve these aims:**

AIM	CURRENTLY IN PLACE	WHAT NEXT?	WHO	BY WHEN	SUCCESS
Ensure access to the curriculum for students with a disability	<p>SENCO leadership</p> <p>SEN support in classrooms from TAs</p> <p>Quality first teaching strategies</p> <p>Intervention for identified students</p> <p>Additional support on trips for students as relevant</p> <p>Quality resources, differentiated as appropriate</p> <p>The curriculum is reviewed annually</p> <p>Data and outcomes are</p>	<p>Consider further TA support to increase capacity</p> <p>Develop the role of the chaplain to include intervention and support</p> <p>Further training for all staff on inclusion and SEND</p>	SENCO and SLT	Spring 2024	<p>Outcomes for identified students improve</p> <p>More focused support in class and intervention for students impacts on outcomes and wellbeing of students</p> <p>Staff feel more empowered and informed</p>

	reviewed regularly				
Ensure access to the physical environment for students	Lifts in many buildings but not all  Designated disabled parking at the front of Sefton Park  Designated disabled toilets in some areas of the school	Consider further adaptations in the older buildings via an audit  Review the lack of an all-weather pitch and accessibility for disabled students  Consider access to Marie Madeleine and Bellerive in terms of the tunnel  Prioritise the opening of Mount St Joseph	Site staff and business manager in conjunction with SLT and Governors	Discussions in the FGB meeting in the Autumn term 2023 Audit and visit of contractors Nov 2023	Improved facilities for all  Better access to health and wellbeing facilities for all
Improve the sharing of information with students	Individual, written/typed resources are used as appropriate  Coloured overlays and paper are used regularly as appropriate  Large print is utilised as required  Pictorial symbols are used as required	Further review training for relevant staff in terms of accessibility of information for students... Makaton, Braille, pictorial	SENCO in conjunction with Curriculum Deputy	Autumn 2023	All resources are being utilised for the benefit of students  There is consistency in terms of the use of resources for students

**Monitor and Review:**

The plan will be resourced, implemented, reviewed and revised regularly in consultation with Students; parents/carers; all staff members; the Governing Body; external partners.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace.