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# Cardinal Heenan Catholic High School

## Accessibility Policy

Approved by:	Name: Full Governing Body	Date: February 2025
Last reviewed on:	Date: February 2026	
Next review due by:	Date: February 2027	

*This policy has been drawn together in consultation with stake holders and is based on current provision and developments at Cardinal Heenan Catholic High School. (This policy is updated every three years)*



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At Cardinal Heenan Catholic High School our mission is rooted in the values of Respect, Believe, Achieve. We foster a community where everyone is respected and valued, nurturing the potential of each individual.

Guided by our Catholic faith, we inspire pupils to believe in themselves and their ability to make a positive impact. With a rich curriculum and a commitment to excellence, we empower our pupils to achieve their fullest potential in every aspect of their lives.

Our school motto is, '*Respect, Believe and Achieve*'. We take pride in challenging our students to reach their full potential in every area of their lives, and at the root of all of this lies the firm foundation of the Catholic faith. To be a follower of Christ means to live out our faith through all that we do and say, to show our 'faith in action', whether this be through charity and voluntary work, during a sporting event, day-to-day in our classrooms and on our corridors, or representing our school within the wider community.

We achieve our aims by encouraging our students to explore their faith and beliefs, not only through the curriculum, retreat days and daily collective worship, but through varying activities and events.

**Our mission statement attests:** “We aim to live this (mission) statement out, guided by the Holy Spirit through: being a welcoming and inclusive community that demonstrates the love of God to all we meet, through our words and our actions. Building relationships with each other based on the teaching of Christ found in St Luke’s Gospel “Do to others as you would have them do to you.” Strive to be good citizens by taking on responsibility for others, locally, nationally and internationally in order to serve the Common Good. Nurturing our God given talents in every aspect of school life, caring for the environment we are privileged to live in”.

We achieve these aims through our Charter for Well-being, guided by the Values of Respect, Believe, and Achieve.

Our pupils:

- are inspired to deploy their highest strengths in every situation, developing a growth mindset and a can-do attitude. They are equipped with the tools to maximise their positive emotions and respond thoughtfully to the world around them. **Respect**
- are encouraged to find their unique potential, fully engaging in educational activities and embracing challenges with the confidence that they can overcome any obstacles in their path. **Believe**
- are coached and supported to develop strong relationships, being empathetic and responsive to both their own needs and those of others. They are empowered to achieve their personal and academic best, creating a positive impact within their community. **Achieve**



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Cardinal Heenan Catholic High School is committed to providing all students with a fully accessible environment which meets the needs of all students, staff and other stake holders. We practise:

- A strong ethos based on Catholic values and respect for the individual wrapped in our core values of Respect, Believe, Achieve.
- an emphasis on the whole child in a holistic Catholic education.
- teaching and learning strategies that reflect outstanding practice.

At Cardinal Heenan, we are guided by our Mission Statement 'Respect, Believe, Achieve,' and by the Gospel Values. We place a significant emphasis on the celebration of individuality and difference within our communities and our calling to work for the 'Common Good', in the service of others. We are 'an inclusive community centred on the gospel value of love'. We have a moral duty to support each student in the pursuit of their vocation in life and to develop their self-confidence and self-esteem so that they will have the ambition and drive to make their mark in the world, and in return have a positive effect on the lives of others. Our faith and our curriculum walk together hand in hand to do this.

**Our accessibility details are thus:**

- Maintaining good access to the physical environment of the school and adding specialist facilities where possible. This includes ensuring that, given existing physical conditions, all buildings have optimum accessibility for all, and that additions will be fully compliant with accessibility requirements.
- Ensure that all students can access the curriculum regardless of their learning need or disability
- Continuously developing teaching pedagogy which is mindful of the needs of all students.

**Included within this accessibility plan are:**

- Details of the alternative provision that some students may need to access when their learning needs are additional to or different from that which the curriculum would largely support. See appendix A.
- Details regarding exam access and alternative exam provision

**Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010

as:

- when a person has 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."



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The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Cardinal Heenan Catholic High School also considers other legislation in all decision-making processes, for example, the Children and Families Act 2014, the Education Act 2011 (with particular reference to the Education Act 2011, Equalities Impact Assessment). This policy will be updated when new legislation is passed to account for any further duties / requirements of the school.

For detailed reference to specific areas of SEND please access

- The school's SEND Policy
- The SEND Information report  
(Both are available on the school website)

### **Additional SEND/Learning Support**

Learning Support may provide additional support for students through the following interventions:

- bespoke and tailored in class adult support to allow access to learning
- tailored 1-to-1 work in English (spelling comprehension booster) and/or mathematics (numeracy catch up)
- in class support for mathematics and/or English
- access to our 'Catch up literacy' programme for the teaching of reading
- 1 to 1 behaviour support provide by staff from within the school. CAHMS in-school support
- 1 to 1 behaviour support provide by CAHMS IAG, Clifford Holroyd.
- support/advice from Educational Psychology Service
- access to support groups for example ADHD Foundation, Sensory Service, Dyslexia support, Learning Outreach, ASD Outreach
- handwriting/keyboard skills and IT support
- examination arrangements

The SENCo, through liaison with parents, student and other key stakeholders, may determine that other types of support may be necessary and these may be implemented. This, though, is at the discretion of the school.

### **Exam Access**

Cardinal Heenan Catholic High School follows the regulations and guidance set down by JCQ regarding making access to examinations and ensuring reasonable adjustments.

These adjustments include:

- Reader and / or scribe
- Additional time in the exam (25% or 50%)
- Rest Breaks
- Access to IT equipment



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- Separate room
- Any other additional support as determined by individual circumstances

In making such arrangements consideration must be given to:

- Is there a need and has that need been assessed?
- Has there been a history of prior need?
- Is the access arrangement appropriate for the student and in line with their needs?
- Will the access arrangement be beneficial to the student?

When making arrangements we must also ensure that the integrity of the qualification is maintained and that all students are given fair and equal consideration.

The relevant section of the JCQ documentation is highlighted below:

### **Access Arrangements**

Access arrangements are agreed before an assessment. They allow candidates/ learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’.

### **Reasonable Adjustments**

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired person who could read Braille.

A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- the needs of the disabled candidate/learner
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment upon the candidate and other candidates.



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An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not “reasonable”.

In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the candidate. There is no duty to make adjustments which the qualifications regulators have specified should not be made. As set out in Chapter 2, page 9, (JCQ Documentation to schools) there is no duty to make adjustments to competence standards within vocational qualifications.

(See Chapter 3, pages 13-14 in JCQ Documentation to Schools for information on assessment objectives and section 1.6, page 6 and section 1.8, page 8 for the list of general qualifications covered by equality legislation in England, Wales and Northern Ireland). The responsibility of an awarding body is principally one of making reasonable adjustments for a candidate defined as disabled within the meaning of the Equality Act 2010.

### **The Equality Act 2010 definition of disability**

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment
- looking into adverse effects and assessing which are substantial
- considering if substantial adverse effects are long term
- judging the impact of long-term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf> The clear starting point in the statutory guidance is that disability means ‘limitations going beyond the normal differences in ability which may exist among people’.

‘Substantial’ means ‘more than minor or trivial’. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

‘Long term’ means the impairment has existed for at least 12 months, or is likely to do so.

‘Normal day to day activities’ could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010.

(Study and education related activities are included in the meaning of ‘day to day’ activities.) The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to



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day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person’s native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment
- persistent distractibility or difficulty concentrating
- difficulty understanding or following simple verbal instructions.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling
- an inability to fill in a long, detailed, technical document, which is in the person’s native language without assistance
- an inability to concentrate on a task requiring application over several hours.

### **Accessing support in exams**

Parents must contact the SENCo regarding access arrangements and reasonable adjustments.

Students may or will need:

- assessing by a specialist teacher
- a history of need
- evidence that the access arrangement is needed and necessary

Students with a medical or emotional need must also contact the SENCo but will need to provide suitable evidence from their GP or another suitable medical professional.

### **Access to School**

The school was built with the 2010 act in mind and is able to meet the access needs of pupils, parents/guardians, visitors and members of staff who have disabilities.

Dedicated disabled parking bays are located at the front of the school near the main entrance, with access available through the Visitors’ double-doors at the front of school. Parents should contact the SENCo, pastoral team, or senior staff when planning a visit to the school.

### **Making adjustments**

The Equality Act states that schools are not expected to change their premises. They are however expected to make long-term proactive plans for improving access to their buildings through their planning duties and this document should be read in conjunction with any plans for future development.

Cardinal Heenan Catholic High School will continue to make “reasonable adjustments” to ensure that disabled students, parents or visitors attending the school are not discriminated against.



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### **What defines 'reasonable adjustments'?**

In determining what is reasonable the school will have regard to:

- The financial resources available to the school.
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required.
- The practicality of making reasonable adjustments.
- The extent to which aids and services will be provided through an EHCP or by provision paid for outside the school's resources.
- Health and safety requirements.

### **Continued Professional Development of Staff**

Cardinal Heenan Catholic High School ensures that all of the staff are given regular, relevant and updated training as part of the Continued Professional Development Programme. This is determined by the SLT on an annual basis.



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**Appendix A**

**Special provision for a candidate with a disability.**

Example of Candidate Need(s)	Arrangements Explored	Centre Actions
<p>A medical condition which prevents the candidate from taking exams in the centre or a candidate in hospital or other medical facility.</p>	<p>Alternative site for the conduct of examinations. Supervised rest breaks.</p>	<p>SENCo and HoY gather evidence to support the need for the candidate to take exams at home/ hospital. HoY discussion with candidate to confirm the arrangements should be put in place. EO submits appropriate 'Alternative site for the conduct of exams form'. EO provides candidate with exam timetable and JCQ information for candidates. HoY confirms with candidate the information is understood. HoY agrees with candidate that prior to each exam will call to confirm fitness to take exam. Invigilator is allocated and arranges collection of exam papers and materials with EO. Invigilator monitors candidate's condition for each exam and records any issues on incident log. Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam. Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition. EO discusses with HoY if candidate is eligible for special consideration (candidate present but disadvantaged). EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence.</p>



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<p>Persistent and significant difficulties in writing text.</p>	<p>Scribe / Laptop. 25% Extra time. Separate invigilation within centre</p>	<p>SENCo confirm candidate is disabled within the meaning of the equality Act 2010. Discusses with candidate their preference for laptop / scribe. Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice.</p>
<p>Persistent and significant difficulties in accessing written text.</p>	<p>Reader/computer reader. 25% Extra time. Separate invigilation within the centre.</p>	<p>SENCo confirms candidate is disabled within the meaning of the Equality Act 2010. Papers checked for those testing reading. Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded. Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice.</p>
<p>Significant difficulty in concentrating.</p>	<p>Prompter. Separate invigilation within the centre.</p>	<p>SENCo gathers evidence to support substantial and long-term adverse impairment. Confirms with candidate how and when they will be prompted. Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room). More than 1 candidate may be in the same room.</p>
<p>A wheelchair user / Injury to lower limb limiting mobility</p>	<p>Desk. Rooms. Facilities. Seating arrangements. Practical assistant.</p>	<p>Provide suitable desk and/ or chair near the back of the exam room allowing easy access to disabled toilet. Allow rest break if necessary to allow candidate to move leg. Confirm arrangements in place to assist</p>



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		the candidate in case of emergency evacuation of the exam room.
Broken arm/ collar bone / hand etc. that would affect ability to write	Laptop or scribe to be provided	SENCo discusses with candidate their personal preference, if a scribe is to be used SENCo to find suitable person and arrange an introductory meeting with candidate. AA to be applied for if necessary.
Long term medical condition i.e IBS, diabetes	Seating arrangements. Access to facilities. Rest breaks.	Progress leader to check welfare before exams. Candidate to be seated accordingly i.e near to door, Separate room. Invigilators to be aware of possible need to leave the room and accompany.
Panic attacks/ anxiety	Separate invigilation within centre. Rest breaks	Progress leader / HoY to identify such candidates and provide quiet room(s) for multiple candidates away from main exam hall.