



# Cardinal Heenan Catholic High School

## Equality Objectives & Accessibility Plan Policy

Key staff:	J Leech
Key governor:	
Last reviewed:	Oct 2015
Approved by Governing Body:	<i>A Tremarco</i>
Date:	25 Feb 2016
Due for renewal:	Oct 2018

This is a working document, which will be monitored and reviewed.

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## 1. Policy statement

- a) In accordance with Cardinal Heenan Catholic High School's missions statement – Respect, Believe, Achieve - we will ensure:
- equal human rights are respected for all;
  - our pupils are educated regarding equality;
- b) We will assess our current school practices and implement all necessary resulting actions in relation to age (as an employer – but not applicable to pupils), disability, sex, gender reassignment, race, pregnancy and maternity, religion or belief and sexual orientation.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

## 2. Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise these duties are essential for achieving the outcomes for children/young people in the Ofsted framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement, which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls (in Y12/13) in certain other subjects

### 3. Responsibilities

Governors as a whole are responsible for:

- making sure the school complies with the relevant equality legislation;
- monitoring progress towards the equality objectives and reporting annually.

The Headteacher is responsible for:

- drawing up, publishing and implementing the school's equality objectives;
- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality plans are readily available and that the governors, staff, pupils, and their parents/carers are aware of them;
- producing regular information for staff and governors about the plans and how they are progressing;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents;
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school

All staff are responsible for:

- promoting equality in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- dealing with prejudice-related incidents and reporting any concerns;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

#### **Staff with responsibility for Equality:**

All staff at Cardinal Heenan Catholic High School

**Staff member with overview of Equality: Ms J Leech (Deputy Headteacher/Designated Safeguarding Lead) and Laura Murray (SENCO).**

Ms Leech is responsible overall for monitoring the recording of prejudice-related incidents.

**School Governor with overview of Equality: Carol-Anne Murphy**

## Information about the pupil population

Number of pupils on roll at the school: **1396**

### Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of “protected characteristics”. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

### Number of pupils with disabilities: Unspecified

There are pupils at our school with different types of disabilities and these include:

- ADHD ( Attention deficit/hyperactivity disorder )
- ASC
- Visually Impaired
- Deaf
- Downs Syndrome

<b>Pupil Special Educational Needs Provision 2015-16</b>		
	<b>Number of pupils</b>	<b>% of school population</b>
<b>No special educational need</b>	<b>1220</b>	<b>87.44%</b>
<b>K</b>	<b>167</b>	<b>12.00%</b>
<b>E</b>	<b>3</b>	<b>0.2%</b>
<b>S</b>	<b>6</b>	<b>0.4%</b>

<b>Ethnicity and Race</b>		
	<b>Number of pupils</b>	<b>% of school population</b>
<b>WBRI</b>	<b>1294</b>	<b>92.7%</b>
<b>AIND</b>	<b>9</b>	<b>0.6%</b>
<b>AOTH</b>	<b>12</b>	<b>0.9%</b>
<b>BAOF</b>	<b>11</b>	<b>0.8%</b>
<b>WOTW</b>	<b>3</b>	<b>0.2%</b>
<b>BGHA</b>	<b>1</b>	<b>0.1%</b>
<b>REFU</b>	<b>2</b>	<b>0.1%</b>
<b>BOTH</b>	<b>7</b>	<b>0.5%</b>
<b>CHNE</b>	<b>2</b>	<b>0.1%</b>
<b>MOTM</b>	<b>9</b>	<b>0.6%</b>
<b>MWAS</b>	<b>3</b>	<b>0.2%</b>
<b>MWBA</b>	<b>5</b>	<b>0.4%</b>
<b>MWBC</b>	<b>1</b>	<b>0.1%</b>
<b>MWCH</b>	<b>7</b>	<b>0.5%</b>
<b>OOEG</b>	<b>2</b>	<b>0.1%</b>
<b>OYEM</b>	<b>2</b>	<b>0.1%</b>

<b>BNGN</b>	<b>1</b>	<b>0.1%</b>
<b>WEUR</b>	<b>23</b>	<b>1.6%</b>
<b>ABAN</b>	<b>1</b>	<b>0.1%</b>
<b>APKN</b>	<b>1</b>	<b>0.1%</b>

<b>Gender</b>	
<b>Male</b>	<b>1396</b>
<b>Female</b>	<b>84</b>

<b>Pregnancy and maternity</b>	
Pupils who are pregnant	<b>0</b>
Pupils who have recently given birth	<b>0</b>

### **Religion and Belief**

We are a Catholic school and the overwhelming majority of our pupils follow the catholic faith. We recognise that all people of religion and belief may experience discrimination and harassment.

### **Gender identity or reassignment**

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

### **Sexual orientation**

We do not collect data on the sexual orientation of our pupils. However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils.

### **Information on other groups of pupils**

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

<b>Pupil with English as an additional language (EAL)</b>		
	<b>Number of pupils</b>	<b>% of school population</b>
Number of pupils who speak English as an additional language	<b>29</b>	<b>2.07%</b>
Number of pupils who are at an early stage of English language acquisition	<b>2</b>	<b>0.1%</b>

<b>Pupils from low-income backgrounds</b>		
	<b>Number of pupils</b>	<b>% of school population</b>
Number of pupils eligible for free school meals	<b>217</b>	<b>15.5%</b>
Number of pupils eligible for pupil premium		<b>37%</b>

<b>Looked After Children</b>	<b>10</b>
<b>Young Carers</b>	<b>4</b>

## How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us or visit our website, if you require further information and would like to see copies of any of our school policies.

- As a school, we are aware of the requirements of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We observe a Staff Code of Conduct which addresses issues about being respectful and professional behaviour to all staff and pupils.
- We have a School Behaviour Policy that ensures that all pupils are both rewarded and sanctioned appropriately, and is viewed fairly and positively by the staff and pupils alike.
- We have an Anti-Bullying Policy and deal promptly and effectively with all incidents and complaints of bullying and harassment. We keep a record of all such incidents and notify those affected of what action we have taken.
- Tackling bullying or harassment on the basis of race, ethnicity and culture is achieved by ensuring all incidents of this nature are logged and investigated fully. Appropriate sanctions are put in place and then parents are involved to ensure they are aware of the nature such incidents. Reconciliation happens between the parties involved so that the unacceptable nature of such incidents is made clear and incidents are suitably resolved. Records of incidents are reported to the LA.
- We carry out surveys on bullying issues.
- We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute very well to pupils' spiritual, moral, social and cultural development. Staff work hard to ensure that student option choices are primarily guided by student interests and ability rather than any gender, cultural or social stereotypes that pupils may have.
- Our Grievance Policy and procedure clearly sets out clear guidance for staff who wish to make formal complaints.
- We observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- Our Admission Policy adheres to the guidelines as set out in the Admissions Code and Archdiocese and is strictly followed.
- Our Complaints Procedure sets out how we deal with any complaints relating to the school and can be accessed online or obtained at the main reception.
- We have a Special Educational Needs and Disability Policy that outlines the provision the school makes for pupils with special educational needs. We work to offer all pupils access to the national curriculum, to teaching, and to assessment that is appropriate to their aptitude, attainment and any special need they might have.
- The school has an E-Safety Policy that takes all E-safety issues very seriously. Through



assemblies, ICT days and lessons, pupils and staff are made aware of suitable internet conduct. Subsequently, “Acceptable Use” policies are signed and adhered to by all pupils and staff.

- Through our Citizenship and PSHE education, we work hard to eliminate discrimination, harassment and victimisation through its broad range of areas of study within its curriculum.
- We have a comprehensive curriculum that addresses SMSC mainly through the teaching of RE and PSHE, pupils are encouraged to think about the world in which they live. Pupils are encouraged to broaden their understanding of others beliefs, cultures and faiths.
- We have a vibrant and well-represented student council body that ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and immediate environment. The school council contributes to whole school decision making.
- We have a progress leader team set up to support targeted groups of young people with issues ranging from; confidence, self-esteem, social skills, working with others, assertiveness, health, behaviour and life skills.
- We have a Food Policy that recognises a culturally diverse cuisine and ensures that all pupils receive a healthy meal each day.
- We understand that attendance plays an integral part in pupils’ achievement at school. Thus, through our Attendance Policy, we are starting to identify any discrepancies that may occur and address inequalities appropriately.
- We have strong international and community links.

Under the Equality Act 2010, we are required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

## **Disability**

We are committed to working for the equality of people with and without disabilities.

### **How we advance equality of opportunity and community cohesion:**

- We support disabled learners by meeting their individual needs e.g. we provide 1:1 withdrawal lessons with specialist learning support staff. Additionally, individual pathways are devised to address pupils' learning needs and to enable access to mainstream curriculum e.g. through adapted resources, and highly differentiated work for pupils working at P levels – NC2, etc.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils, through our use of classroom assistants and we support pupils in class in order to promote access to the curriculum.
- We provide additional support from external agencies such as the Visual Impairment Team for those with disabilities.
- Textbooks and teacher handouts are adapted (re-typed and enlarged) for students with visual impairment.
- We involve disabled learners and their families in the changes and improvements we make. We consult them on issues affecting them, rather than relying on people acting on their behalf e.g. parental and pupil views are included in the statutory annual review documentation.
- Pupils have special transition arrangements between lessons and at break/lunchtimes (e.g. pupils escorted by LSA join the class a few minutes after the lesson starts and leave a few minutes before it finishes to avoid crowded corridors).
- We support disabled pupils' participation in the more physically challenging areas of the curriculum. In PE, disabled learners are supported with differentiated lessons, specialist equipment and varying assigned roles depending on the level of their disability.
- The work that has been done to develop high aspirations and a culture of success in the school also contributes to pupils' SMSC development. Through the modelling of mutual respect and promotion of strong moral values within the school community, the staff and governors are working hard to ensure learners receive consistent messages through all aspects of school life.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes those with disabilities may experience, using themes within our PSHE programme. We ensure that the curriculum has positive images of disabled people. e.g. positive images are displayed. When appropriate, we use awareness as a tool for tackling bullying or harassment in the cases of special education needs or disability, these are discussed.
- We tackle prejudice and any incidents of bullying based on disability.
- Statemented/EHCP pupils consistently achieve and/or exceed target grades at GCSE
- Parental feedback and relationships with the learning support department are very positive.
- We continue to work closely with all departments to enhance differentiation.
- The new school building is fully DDA compliant.

## **Ethnicity and race (including EAL learners)**

We are committed to working for the equality of all ethnic groups.

### **How we advance equality of opportunity and promote community cohesion:**

- Ensuring high achievement and expectations for EAL pupils who are new to English and accelerating language learning by a variety of provisions.
- Ensuring wellbeing and enjoyment of EAL pupils attending our school, especially those who are new arrivals to the country.
- Ensuring support with all subjects via introducing structured and timetabled support option at KS4.
- We monitor the attainment and progress of all our pupils by race and ethnicity through the data analysis process. We set targets to improve the attainment and progression rates of all pupils, and regularly meet with parents at formal parents' evenings and more informally throughout each term.
- Throughout the curriculum, schemes of work provide pupils with opportunities to learn about the experiences and achievements of different communities and cultures e.g. in History, KS3 covers important themes such as slavery, the abolition movement and civil rights. In English, the pupils study poetry, across key stage 3 &4, from a range of cultures and experiences, looking at issues such as identity and conflict. In Music, the students cover a range of music from different backgrounds and ethnic groups such as blues, folk, African and Indian music.
- Assemblies and the "Thought for the Day" programme give a daily insight for pupils to learn about the experiences and achievements of different communities.
- Our curriculum offering and school experience consistently challenges racism and the many associated stereotypes e.g. transition programme run by the Safer School Police Officer, presentation to Y7/8 by the Anthony Walker Foundation, theatre group performing *Black* and the summer school programme for Y6 students.
- Extracurricular activities across a range of areas such as Y7/8 Film Club.

## **Gender**

We are committed to working for the equality of women and men.

### **How we advance equality of opportunity and promote community cohesion:**

- Boys and girls achieve well.
- There are more boys than girls in the Sixth Form.
- We ensure that gender stereotypes in subject choices, careers advice and work experience is avoided.
- Girls and boys are represented at awards evenings.
- We monitor the attainment and progress of all our pupils, and use gender in the data analysis process.
- We are working to tackle boys' attitudes to school and learning. During Industry Day, ex-pupils come back to school to promote achievement and widen pupil understanding of a range of careers.
- Both parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress. In all contact with home, teachers try to converse with both parents as appropriate. If parents are estranged, teachers attempt to keep both parents informed of issues at school and invite both parents in for discussions as appropriate.
- PSHE SOW focuses on the issues for both genders in relation to "Emotional & Physical Health" as well as "Sexual Education".
- We ensure the inclusion of positive, non stereotypical images of women and men, girls and boys in PSHE, and assembly through careful selection of the materials used to teach a variety of themes.
- Assemblies promote positive, non stereotypical images throughout the year.
- We work hard to ensure the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum. All departments challenge sexism and negative stereotypes.
- We respond to any sexist bullying or sexual harassment in line with the school policies. Incidents are recorded and followed up with all parties involved.

## **Gender identity or reassignment**

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

### **Gender identity or reassignment**

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

### **Pregnancy and maternity**

We understand that pupils who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education.

### **Pregnancy and Maternity**

At present, we do not have any pupils who are pregnant or on maternity. However, we recognise pupils who are pregnant or on maternity may experience discrimination, and barriers to accessing or continuing their education.

## **Religion and belief**

We are committed to working for equality for people based on their religion, belief and non-belief.

**Summary information** As a Catholic school we will study mainly Catholicism, the pupils who are not Catholic complete the GCSE exam and attain in line with all other pupils.

### **How we advance equality of opportunity and promote community cohesion:**

- The Key Stage 3 RE curriculum follows the Icons programme which specifically looks at the main World Religions focusing on how the main religions connect and have much in common. This theme is carried into whole school assemblies at least once a year.
- The GCSE specifications that we follow are Christian Ethics and Christianity. Within both syllabi the focus is looking at how religious beliefs impact on our life choices. The whole theme of life choices is also weekly reflected upon in our Collective Worship and very much related to our school Mission Statement.
- The A/S and A2 specifications that we follow are Philosophy and Ethics, here we look at ultimate questions and ensure our students have the skills of higher level thinking, they are taught to question moral and philosophical theories with respect and openness.
- In addition to learning about religion, pupils are also given opportunities to learn from religion. This enables pupils from all backgrounds to reflect on the questions/issues raised by religion and develop their own responses and ideas. These skills are embedded through detailed schemes of work to ensure pupils are given the opportunity to reflect on how religion and religious issues impact on society in both positive and negative ways. We challenge misconception some of which come from home.
- Pupils are supported in their development of their sense of identity and belonging through PSHE.
- Promoting spiritual, moral, social and cultural education is at the heart of RE - pupils from all backgrounds are encouraged to reflect on the questions/issues raised by religion and develop their own responses and ideas.
- Moral – we cover practical ethics and ethical theory.
- Cultural – we use examples from different cultures and emphasis the diversity within religion. As an international school we ensure our international coordinator works with both the Head of RE and the Head of PSHE to pass on knowledge of other cultures and societies.
- We also encourage pupils to develop tolerance for religions and cultures which are different from their own. As such, if pupils express stereotypical views or have misconceptions about religious beliefs/practices, we challenge these and attempt to provide a balanced/more accurate presentation of such religious beliefs/practices.
- Opportunities are provided to raise pupils' involvement and engagement in local issues and the world around them in order to promote their spiritual, moral and cultural development.
- Remembrance Day is marked through a whole school two-minute silence. Links are made from Remembrance Day to modern day issues and reasons for remembrance through collective worship.

## **Sexual orientation**

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

### **Sexual orientation**

We do not collect data on the sexual orientation of our pupils. However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils.



#### 4. Cardinal Heenan Catholic High School Equality Objectives Action Plan: 2015-2018

Objectives	Actions (include the groups(s) most likely affected)	Who is responsible? (including timescales)	Success Criteria	Monitoring process
To review SEN provision particularly the role of SENCO to take into account the Equalities Act	<b>All students identified with Special educational needs</b> <ul style="list-style-type: none"> <li>• SEN audit undertaken</li> </ul>	By Easter 2016 <ul style="list-style-type: none"> <li>• Subject leaders</li> <li>• SENCO</li> <li>• Deputy Headteacher</li> </ul>	Review undertaken and actions implemented.	Review SEN provision and undertake an annual SEN audit. LY
To increase staff's understanding of equality and its implications on a day to day basis, and in this way to reduce or remove inequalities in attainment throughout the school	<b>All groups with protected characteristics</b> <ul style="list-style-type: none"> <li>• Identification of vulnerable groups.</li> <li>• Improved use of data and intervention</li> </ul>	By Christmas 2015 <ul style="list-style-type: none"> <li>• SLT</li> <li>• Governors</li> <li>• All staff</li> </ul>	Improvement in performance of identified groups	SLT/Subject Leader/HOYS
To audit provision for extra curricular activities, trips and visits to ensure access and inclusions for all	<b>All groups with protected characteristics</b> <ul style="list-style-type: none"> <li>• Audit of current activities</li> <li>• Action plan</li> </ul>	By end of Autumn term 2015	All groups have equal access to extra curricular activities.	EH/SLT

		<ul style="list-style-type: none"> <li>• Staff leading extra curricular activities</li> <li>• Trips and Visits Coordinator</li> <li>• SLT</li> </ul>		
To ensure that the level of participation in our student voice and council includes a fair representation of all pupils in school, and in this way it fosters good relationships in the school between those who have protected characteristics and those who do not	<p><b>All groups with protected characteristics</b></p> <ul style="list-style-type: none"> <li>• Audit of current school council</li> </ul>	<p>By Christmas 2015</p> <ul style="list-style-type: none"> <li>• HOYs</li> <li>• MO</li> <li>• Form tutors</li> </ul>	More diversity in school council membership.	MO/HOYs to audit members of the school council
To reduce the number of homophobic based bullying incidents by tackling the issue as a whole school through targeted education and intervention	<p><b>Group(s) sexual orientation</b></p> <ul style="list-style-type: none"> <li>• To raise the issue of homophobic bullying in all its manifestations.</li> <li>• Tackle the issue through assemblies</li> <li>• Introduce tutor group discussions and openness.</li> <li>• Re-emphasise homophobia through the PSHE curriculum.</li> <li>• Discuss ways of tackling the issue with the school council.</li> <li>• Create opportunities for students to report such instances of bullying and</li> </ul>	<p>Ongoing throughout 2015-16</p> <ul style="list-style-type: none"> <li>• PSHE Co-ord</li> <li>• Deputy Headteacher</li> <li>• SLT</li> <li>• Form tutors</li> <li>• School Council</li> </ul>	<p>Reduced number of incidents over the course of the year (although increased awareness may actually lead to increased reporting). Students feel safe in school. Regular surveys about bullying.</p>	MO/Pastoral team/Leadership analyse bullying logs.

	provide counselling where appropriate.			
To reduce the incidence of the use of homophobic/racist language by students in school.	<p><b>Group(s) sexual orientation</b></p> <ul style="list-style-type: none"> <li>• Raise awareness of Anti-Bullying policy with specific reference to homophobic/racist sections.</li> <li>• Audit current incidences through student questionnaires.</li> <li>• Ensure recording and reporting systems in place and used.</li> <li>• Review Anti-bullying policy to ensure clarity of what constitutes homophobic/racist language.</li> <li>• Regular assemblies emphasising the negative connotations of using homophobic language.</li> <li>• Develop clear sanctions for inappropriate use of language.</li> </ul>	Easter 2016 for implementation then review of incidents at the end of the academic year. <ul style="list-style-type: none"> <li>• SLT</li> <li>• All staff</li> </ul>	Reduced incidence or eradication of the use of homophobic/racist language.	SLT/pastoral team to track incidents and report to FGB termly
To close the gaps relating to the literacy/numeracy skills of students focusing on those students whose lower literacy/numeracy skills impact on the final grades achieved in their chosen subjects. Many of these students do much better than similar children nationally;	<p><b>All students identified with Special educational needs</b></p> <ul style="list-style-type: none"> <li>• Extract data from Assessment Markbook</li> <li>• Analysis of external examinations</li> </ul>	2015-16 <ul style="list-style-type: none"> <li>• Literacy/Numeracy Coordinator</li> <li>• SENCO</li> <li>• Subject teachers</li> <li>• TAs</li> </ul>	Analysis of internal / external data shows an improvement for identified students.	SENCO/teaching staff to analyse as part of regular monitoring process.

however, we want them to do better still.	<ul style="list-style-type: none"> <li>• Baseline tests identify students requiring additional literacy support</li> <li>• Extraction classes run for students either 1-1 or group.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> </ul>		
To raise awareness and understanding of racism	<b>Groups(s) race</b>	Ongoing <ul style="list-style-type: none"> <li>• PSHE Coord</li> <li>• Subject leaders</li> <li>• SLT</li> <li>• Teaching staff</li> </ul>	Teaching staff are aware of and respond to racist incidents.	All staff
To identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	<b>Group (s) race</b>  Reporting termly to FGB in heads/safeguarding report	By Christmas 2015 <ul style="list-style-type: none"> <li>• SLT</li> <li>• Governors</li> <li>• All staff</li> </ul>	Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the Governing Body.	JH/pastoral team
Ensure further analysis of examination results, attendance, exclusions and behaviour (including bullying) in relation to equality duty.	<b>All groups with protected characteristics</b> <ul style="list-style-type: none"> <li>• Data Manager to undertake further analysis based on specific groups.</li> <li>• Students to be denoted on data tabs across the analysis of results, attendance, exclusions, behaviour (data profile to be produced).</li> <li>• Use of ClassCharts to assist with breakdown of various groups.</li> </ul>	2015-2016 <ul style="list-style-type: none"> <li>• Data Manager</li> <li>• JH</li> <li>• SN</li> <li>• CKirkham</li> <li>• SENCO</li> <li>• SLT</li> </ul>	Patterns and issues raised by further analysis are addressed.	SLT/JH

<p>To increase our awareness and understanding of equality through the analysis of data relating to staff and learners and use the findings to improve our policies and practices.</p>	<p>All groups – protected and non protected characteristics</p> <ul style="list-style-type: none"> <li>• Attainment and progress from historic exam/test results/RAISEonline and comparisons with national standards and floor targets (last 3 years)</li> <li>• Attainment and progress of current learners</li> <li>• Attainment and progress of subgroups of learners, including by SEN, CLA, FSM, disadvantaged, ethnicity, intake ability etc.</li> <li>• Attainment and progress in different subjects</li> </ul>	<p>Ongoing</p> <ul style="list-style-type: none"> <li>• Data Manager</li> <li>• SLT</li> </ul>	<p>Issues raised by further analysis are addressed.</p>	<p>SLT</p>
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## 5. Cardinal Heenan Catholic High School Accessibility Plan: 2015 to 2018

### **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Cardinal Heenan Catholic High School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND. This is available on request from the school or from our website.

## Vision and values

Our School fully supports the vision of Liverpool Children's Services as set out in their Accessibility Plan 2014-17:

***“The overall aim of this strategy is to ensure that Liverpool City Council supports schools it is responsible for, in meeting the needs of disabled pupils and raising their attainments. The purpose of the strategy is to ensure that accessibility of the curriculum, the physical environment and information for disabled pupils is central to the delivery of services and supports schools with their accessibility plans.”***

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

## Our plan

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Cardinal Heenan Catholic High School.

*Definition (from Liverpool's Accessibility Plan (2014-17)*

*A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010)*

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan will support the school's Equality Objectives, and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

The School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

### **Access to the curriculum – the current position**

- Data system (SISRA) is available for all staff.
- High quality transition programme for students based on good information from primary partners.
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour).
- Specialist equipment (such as writing slopes/coloured overlays) are provided when needed.
- Providing timely intervention.
- Ensuring that Access Arrangements are made for external examinations (Extra time /Reader/ Amanuensis, laptops etc.).
- Developing outstanding learning and teaching across the school.
- Using 'P Scales where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations.
- Ensuring that school visits and trips are accessible for all students.
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory /kinaesthetic, etc.
- Smaller teaching groups in some KS4 core subjects.
- Development of mutual support and understanding between colleagues in working with pupils with disabilities.

### **The physical environment – the current position**

- The building is wheelchair accessible with a lift to facilitate movement between the floors, with the exception of Leyfield House.
- Leyfield House has wheelchair (ramp) access to the ground floor.
- The Reflection Centre is based on the ground floor of Leyfield House.
- 5 disabled parking spaces in the main car park.



- Accessible toilet facilities are available throughout the school including specific disabled toilets.
- Space for small group work and individual work for targeted learners in the Reflection Centre.
- A physical environment that is safe and welcoming.
- Sound system in the Hall.
- Handrails on stairs.
- Clear visual signage.
- Designated medical room with storage for prescribed medicines.

### **Access to written information - the current position**

- All information from Parents Information Evenings is placed on the website
- The Accessibility Plan is placed on the website
- Private rooms are available for Parents Evenings when required.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. The Accessibility Plan should be read in conjunction with the following school policies, Strategies and documents:

- Curriculum Policy
- Single Equality Policy
- Health & Safety Policy (including off-site safety)
- SEN Policy
- Behaviour for Learning policy
- School Improvement Plan
- Asset Management Plan
- School Prospectus and Sixth Form Prospectus
- Equality Impact Assessments will be undertaken as and when school policies are reviewed.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The School Prospectus will make reference to this Accessibility Plan.

The School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Curriculum Committee.

**a. Priorities for 2015-18 – Physical environment**

<b>Objectives</b>	<b>Who is responsible? (including timescales)</b>	<b>Success Criteria</b>	<b>Monitoring process</b>
To review the site annually using the Local Authority’s accessibility framework.	Annual <ul style="list-style-type: none"> <li>• JA</li> <li>• SLT</li> <li>• Governors</li> </ul>		<ul style="list-style-type: none"> <li>• SLT</li> <li>• Governors</li> </ul>
All parents are asked if they require access arrangements for Parents ‘Evening.	By Christmas 2015 <ul style="list-style-type: none"> <li>• Admin</li> </ul>	Amended letter/text sent to parents	<ul style="list-style-type: none"> <li>• SF</li> <li>• LL</li> </ul>
To address any concerns arising from the quarterly site inspection.	Annual <ul style="list-style-type: none"> <li>• Premises staff</li> <li>• SLT</li> <li>• Governors</li> </ul>	Work completed as recommended	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Governors</li> </ul>
To review the allocation, availability and state of repair of disabled car parking bays on site.	Annual <ul style="list-style-type: none"> <li>• Premises staff</li> </ul>	Work completed as required	<ul style="list-style-type: none"> <li>• JA</li> <li>• SLT</li> <li>• Governors</li> </ul>
To provide annual training for staff in relation to various needs such as Autistic Spectrum Condition, Hearing Impairment and Visual Impairment	Annual <ul style="list-style-type: none"> <li>• SENCO</li> <li>• SLT</li> <li>• Pastoral staff</li> </ul>	Programme of CPD includes training for various needs	<ul style="list-style-type: none"> <li>• SENCO</li> <li>• SLT</li> </ul>

<p>To consider an enhanced fire alarm system for those students with hearing impairment.</p>	<p>By Christmas 2015</p> <ul style="list-style-type: none"> <li>• JA</li> </ul>	<p>Discussion to take place with Premises, SLT, Governors.</p>	<ul style="list-style-type: none"> <li>• JA</li> <li>• SF</li> <li>• SLT</li> <li>• Governors</li> </ul>
<p>To consider the provision of an induction loop in the main reception.</p>	<p>By Christmas 2015</p> <ul style="list-style-type: none"> <li>• JA</li> </ul>	<p>Discussion to take place with Premises, SLT, Governors.</p>	<ul style="list-style-type: none"> <li>• JA</li> <li>• SF</li> <li>• SLT</li> <li>• Governors</li> </ul>
<p>To consider a public address system in Leyfield House.</p>	<p>By Christmas 2015</p> <ul style="list-style-type: none"> <li>• JA</li> </ul>	<p>Discussion to take place with Premises, SLT, Governors.</p>	<ul style="list-style-type: none"> <li>• JA</li> <li>• SF</li> <li>• SLT</li> <li>• Governors</li> </ul>

**b. Priorities for 2015-18 – the curriculum**

Objectives	Who is responsible? (including timescales)	Success Criteria	Monitoring process
To work with the specialist external staff to ensure our curriculum is accessible for students with disabilities.	Termly review <ul style="list-style-type: none"> <li>• SENCO</li> <li>• Subject Leaders</li> <li>• SLT</li> </ul>	Regular review of students undertaken and actions implemented.	<ul style="list-style-type: none"> <li>• SENCO</li> </ul>
To encourage students to use specific software that supports a student’s disability, voice recorders and other forms of technology.	Termly review <ul style="list-style-type: none"> <li>• SENCO</li> <li>• Subject Leaders</li> <li>• SLT</li> <li>• Subject staff</li> </ul>	Regular review of students undertaken and actions implemented.	<ul style="list-style-type: none"> <li>• SENCO</li> </ul>
High quality pen portraits for specific children on the Inclusion Register.	Annual <ul style="list-style-type: none"> <li>• SENCO</li> </ul>	Staff are fully informed about students’ needs and differentiate accordingly.	<ul style="list-style-type: none"> <li>• SENCO</li> <li>• JH/SLT</li> </ul>
To work towards the Inclusion Award.	Review at Easter 2016 <ul style="list-style-type: none"> <li>• SENCO</li> <li>• Deputy Head</li> </ul>	Preparations made to achieve award.	<ul style="list-style-type: none"> <li>• SENCO</li> <li>• JH</li> </ul>
New methodology for sharing SEN data using ClassCharts/Excel.	Annual <ul style="list-style-type: none"> <li>• SENCO</li> <li>• Data Manager</li> </ul>	Staff are fully informed about students’ needs and differentiate accordingly.	<ul style="list-style-type: none"> <li>• SENCO</li> <li>• JH</li> </ul>

To encourage students to participate in student leadership opportunities.	Annual <ul style="list-style-type: none"> <li>• HOYs</li> <li>• Form Tutors</li> <li>• All staff</li> </ul>	Opportunities available to all students regardless of disabilities.	<ul style="list-style-type: none"> <li>• SLT</li> </ul>
To encourage students to access extra-curricular activities.	Termly <ul style="list-style-type: none"> <li>• Subject Leaders</li> <li>• SLT</li> </ul>	Opportunities available to all students regardless of disabilities.	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Subject Leaders</li> </ul>
To develop the range of extra-curricular activities through student voice.	Annual <ul style="list-style-type: none"> <li>• Subject Leaders</li> <li>• Key Stage Coordinators</li> </ul>	Opportunities available to all students regardless of disabilities.	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Subject Leaders</li> </ul>
To ensure that students have access to quality careers education, information, advice and guidance.	Annual <ul style="list-style-type: none"> <li>• BK/PP</li> <li>• HOYs</li> <li>• Form Tutors</li> <li>• SLT</li> </ul>	All students access careers guidance.	<ul style="list-style-type: none"> <li>• SLT</li> </ul>
To ensure that students, staff, parents, governors are consulted to ensure the development of the Accessibility Plan.	Annual <ul style="list-style-type: none"> <li>• JA</li> <li>• JH</li> <li>• SENCO</li> <li>• SEN Governor</li> </ul>	Annual review to discuss plan.	<ul style="list-style-type: none"> <li>• JH</li> <li>• SENCO</li> </ul>

**c. Priorities for 2015-18 – access to written information**

<b>Objectives</b>	<b>Who is responsible? (including timescales)</b>	<b>Success Criteria</b>	<b>Monitoring process</b>
To liaise with the specialist teaching service to ensure that written information is accessible for students and that enlarged books are available as required.	Termly review <ul style="list-style-type: none"> <li>• SENCO</li> <li>• Subject Leaders</li> <li>• SLT</li> </ul>	Regular review of students undertaken and actions implemented.	<ul style="list-style-type: none"> <li>• SENCO</li> </ul>
Visual timetables are produced for identified students.	By Christmas 2015 <ul style="list-style-type: none"> <li>• SENCO</li> <li>• Admin (LL)</li> </ul>	Amended timetables generated for identified students.	<ul style="list-style-type: none"> <li>• JH/SLT</li> </ul>