



Catch22 Independent Schools Policy

Accessibility

Suffolk Include

Contents

1. Education intent statement	2
2. What is the policy about?	4
3. Who does this policy apply to	4
4. Policy requirements	4
5. Definitions	5
6. Related policies	5
7. Appendices	6
8. Annex 1 – Equality Impact Assessment	9

This policy will be reviewed Annually.

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

Policy Owner:	Head Teacher
Queries to:	Head Teacher
Date created:	21/09/2021
Date of last review:	August 2025
Date of next review:	August 2026
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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Treat pupils as individuals and help them to build bright futures in both their personal and professional lives 	 ✓

<p>Things about you, built with you, are for you</p> <ul style="list-style-type: none"> • 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. 	<p>✓</p> <p>X</p> <p>✓</p>
<p>Unleash Greatness</p> <ul style="list-style-type: none"> • 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 	<p>✓</p> <p>✓</p>
<p>Let robots be robots and humans be human</p> <ul style="list-style-type: none"> • 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. 	<p>✓</p> <p>✓</p> <p>✓</p>
<p>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.</p>	<p>✓</p>

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/academy 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.

The Suffolk local authority offer is outlined here

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

Our school 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.

This policy complies with our funding agreement and articles of association.

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 – reviewed Autumn 2025

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Increase confidence of staff in differentiating the curriculum.	Short Term (1 Year)	a) Undertake audit of staff training needs on curriculum access. b) Assign in service day to training identified e.g., dyslexia, differentiation, alternative recording	Headteacher/ SENCO	Sept- Dec 2021	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	Ensure all staff are aware of disabled children's curriculum access.	Short Term (1 Year)	a) Create individual access plans for disabled children. b) Set up system for information to be shared with appropriate staff through the SENCO	SENCO	Summer 2022	All staff aware of individual pupils' access needs.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Ensure all staff are aware of, and able to use, SEN software and resources	Medium Term (2 Years)	a) Research SEN software and resources b) Audit all SEN ICT and other resources and make list available to all staff b) Run individual training sessions on use of SEN Software during staff twilight training.	SENCO/ Assistant Heads	Summer 2022	Wider use of SEN resources in for differentiation.
	Ensure all school trips are accessible to all.	Medium Term (2 Years)	a) Develop guidance for staff on making trips accessible b) Liaise with all providers regarding accessibility arrangements and incorporate in Risk Assessments.	Assistant Heads/ EVCs	Summer 2023	All pupils in school able to access all school trips and take part in range of activities.
	Review PE Curriculum to make PE accessible to all.	Medium Term (2 Years)	a) Gather information in accessible PE and Disability Sports b) Invite disabled sports people in for sessions c) Review PE curriculum to include disability sports	Headteacher/ SENCO	Autumn 2022	All children able to access PE and disabled children more able to excel in sports.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Ongoing development of differentiation practice in delivery.	Medium Term (2 Years)	a) Devise and consult on model school policy with good practice guidance b) Organise INSET sessions to share good practice	SENCo LA Support	Autumn 2023	All staff confident and consistent in range of differentiation strategies and use of alternative recording.
	Ensure key staff have undertaken accessibility/equality training	Short Term (1 Year)	a) Review CPD providers, ensure it is cost effective.	Headteacher/ SBA/ Assistant Headteacher	September 2021 (and reviewed on a biannual basis)	All staff work from a disability equality perspective.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	Catch-22/include is aware of the access needs of disabled children.	Short Term (1 Year)	Create access plans for individual disabled children as part of IEP process a) Provide information and training on disability equality for all staff. a) Share accessibility toolkit with relevant personnel and contractors	SENCo Include SLT SLT/ H&S Officer/ Facilities	August 2022	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Raised confidence of staff and SLT in commitment to meet access needs. On-going improvements in access to all areas when undertaking routine and maintenance works.
	Catch-22/include staff are better aware of access issues.	Short Term (1 Year)	a) Put in place Personal Emergency Evacuation Plans for all children who require it. b) SLT to ensure all staff are aware of their responsibilities	SENCo Include SLT SLT/ H&S Officer/ Facilities	August 2022	All disabled children and staff working with them are safe and confident in event of fire.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	All building work has considered guidance from the Catch22 H&S Officer.	Short Term (1 Year)	a) Seek advice on the lighting in all teaching areas from H&S Officer and check against ISSCR document during termly audit.	SENCO /SBA	August 2022	Lighting improved for visually impaired and hearing-impaired children in school.
	Ensure that all disabled pupils can be safely evacuated. (BSE – stairs not suitable to be used in fire evacs therefore site risk assessment makes clear risks)	Short Term (1 Year)	a) Seek guidance from Local Authority and Fire Authority b) Catch22 H&S Officer inspections. c) Install ramps to make level egress on all fire exits d) Alter the fire doors to make them accessible to disabled people	SENCo Include SLT SLT/ H&S Officer/ Facilities	August 2023	All disabled staff, pupils, and visitors able to have safe independent egress in emergency situations.
	Review and replace inadequate lighting in all areas.	Medium Term (2 Years)	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home c) Produce newsletter in alternative formats e.g., large print, Braille	SENCO/ Headteacher	Summer 2021	All parents getting information in format that they can access e.g., tape, large print, Braille.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Ensure all fire escape routes are suitable for all. (BSE – stairs not suitable to be used in fire evacs therefore site risk assessment makes clear risks)	Medium Term (2 Years)	a) Distribute guidance on good practice in accessible formats and Editorial guidelines. b) Provide guidance to staff on dyslexia and accessible information.	SENCO/ Headteacher	Autumn term 2021	Staff start to produce routine information to children in more accessible ways.
Improve the delivery of information to pupils with a disability	Review information to parents/carers to ensure it is accessible.	Short Term (1 Year)	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies IEPs to meet needs	SENCO	Summer 2022 – depending on annual review.	Staff more aware of pupil's preferred methods of communication
	Ensure all staff are aware of guidance on accessible formats.	Medium Term (2 Years)	a) redesign website using Primary site resources	Headteacher	Summer 2022	More accessible website
	Inclusive discussion of access to information in all annual reviews.	Medium Term (2 Years)	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies IEPs to meet needs	SENCO	Summer 2022 – depending on annual review.	Staff more aware of pupil's preferred methods of communication

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Redesign/develop website to be accessible.	Medium Term (2 Years)	a) review website using Primary site resources for accessibility	Headteacher	Summer 2022	More accessible website

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Accessibility
EIA completed by:	Headteacher
Date of assessment:	10 th August 2023/Reviewed for accuracy Autumn 2025
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 EIAs 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
<p>Age</p> <p>Does this policy impact on any particular age groups or people of a certain age?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.
<p>Disability</p> <p>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?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.
<p>Gender reassignment (transsexual, transgender, trans)</p> <p>Does this policy impact on people who are transitioning from one gender to another (at any stage)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.
<p>Marriage and civil partnership</p> <p>Does this policy impact on people who are legally married or in a civil partnership?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.
<p>Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth)</p> <p>Does this policy impact on people who are pregnant or in their maternity period</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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