

STUART BATHURST CATHOLIC

HIGH SCHOOL



Accessibility Plan

ACADEMIC YEAR 2026-2029

Mission Statement

'To bear witness to the Gospel values and act always with a steadfast determination to do
and be of our best'

Stuart Bathurst Catholic High School Accessibility Plan

Our plan is drawn up in accordance with the planning duty in the Equality Act 2010, Children and Families Act 2014 (The 2014 Act) - including The Special Educational Needs and Disability Regulations 2014 (The SEND Regulations) and The Special Educational Needs and Disability Code of Practice: 0 to 25 years (The SEND CoP)

It also draws on the guidance set out in Sandwell Local Authority's 'Accessibility Strategy' (<http://www.sandwell.gov.uk/send>)

At all times the School will be equally aware of the needs of disabled staff, parents and visitors.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular, that which has already been produced for pupils who are not disabled.

Section 1: Curriculum

To refine and develop an inclusive and captivating curriculum that effectively accommodates and supports students who have diverse physical and learning abilities at Stuart Bathurst Roman Catholic High School.

Focus Area	Strategy	Outcomes	Current practice Including: established practice and practice under development
Curriculum Design	Develop and implement a comprehensive and inclusive curriculum at our school, ensuring it is both broad and balanced to meet the needs of all pupils. Within this framework, create tailored learning pathways designed to address the specific requirements of selected students, ensuring that every individual's learning needs are	Inclusivity and Equity: The promotion of an inclusive and equitable learning environment, ensuring that all students, regardless of their learning needs, have access to a curriculum that meets their requirements. Maximised Learning Potential: By tailoring learning pathways for selected students, the strategy enables a more	The curriculum is reviewed to ensure it meets the needs of all pupils. Individual meetings are conducted with students with additional needs as part of the pathways process, these can sometimes take place during the annual review process. This ensures that the most appropriate curriculum pathway is provided for them.

	acknowledged and supported.	personalised approach to education. Increased Engagement: The broad and balanced curriculum, along with specific learning pathways, enhances student engagement. Which contributes to a more positive and effective learning experience. Improved Academic Performance: The strategy is designed to positively impact academic performance by addressing individual learning needs.	With certain curriculum areas group sizes vary to support the needs to specific cohorts of students.
Teaching & Learning / Resources	Adaptive teaching and learning strategies within the classroom will be an integral component for the engagement and success of our students. Through collaborative efforts with educators, specialists, and students, we will ensure that our learning resources, enriched by adaptive teaching strategies, are not only inclusive but also captivating.	Enhanced Student Engagement: The implementation of adaptive teaching and learning strategies, alongside accessible resources within the classroom. This will lead to increased student engagement. By tailoring instructional methods to individual learning styles and needs, students are more likely to actively participate in the learning process, fostering a positive and dynamic educational experience. Improved Academic Success: The integration of adaptive teaching strategies and accessible resources supported by collaborative efforts with educators, specialists, and students, will contribute to improved academic success.	Regular training is delivered to teachers and support staff as part of teacher training days and our CPDL calendar about adapted teaching strategies. This has also included curriculum design and how to effectively adapt lessons for students with specific needs. We use a wide range of resources tailored to the needs of pupils who require support to access the curriculum. This includes a variety of assistive technologies such as laptops, plus specific assisted technology applications to support with specific needs. Physical resources are also used to support learning such as, slope boards.

Support	We aim to provide targeted support for selected students, ensuring their unique learning needs are met comprehensively. This student-centric strategy emphasises a proactive and inclusive approach to support, fostering an environment where each student receives the necessary assistance and resources to thrive academically and holistically.	Enhanced Academic Achievement: By addressing individual learning needs, students will receive targeted support, leading to improved comprehension, engagement, and overall academic success. Increased Student Well-being: A student support strategy that prioritises, identifies and addresses diverse needs contributes to increased student well-being. By providing the necessary assistance and resources, students will experience a supportive learning environment, fostering a sense of belonging and positively impacting their emotional and social well-being. Promotion of Lifelong Learning Skills: The emphasis on student support within the broader curriculum design aims to promote lifelong learning skills. As students receive personalised assistance, they are likely to develop resilience, self-efficacy, and a growth mindset, equipping them with valuable skills that extend beyond academic success.	Provide individualised support to students with diverse physical and learning abilities. This can involve personalised provision maps, one-on-one tutoring, or additional resources tailored to their specific needs. Collaborate with support services: Work closely with support services, such as Inclusion Support advisers, educational psychologists, counsellors, and therapists, to ensure that students with diverse physical and learning abilities receive the necessary assistance and accommodations in the curriculum. Access arrangements are provided for pupils with additional needs in line with JCQ guidance. A referral system is in place for staff to raise concerns on students both academically and pastorally.
Tracking and Monitoring	Implement a robust tracking and monitoring system to enable continuous reporting and tracking to ensure students evolving learning needs are being met within the inclusive educational framework.	Timely Intervention and Support: The implementation of a robust tracking and monitoring system will facilitate timely identification of students' evolving learning needs. This allows for prompt intervention and support, ensuring that any challenges or adjustments required	All staff utilise Arbor to ensure academic tracking and monitoring is accessible and consistent. To enable clear monitoring of progress. Provision Map software EDU_KEY is used to develop a profile on each student

		are addressed in a timely manner. Continuous Improvement in Inclusive Practices: The continuous reporting and tracking enabled by the systems contribute to a cycle of continuous improvement in inclusive educational practices. By regularly assessing and adapting to students' evolving needs, educators can refine teaching strategies, target additional support, tailor learning pathways, and enhance the overall inclusivity of the educational environment, fostering a dynamic and responsive learning culture.	with an EHCP and those with additional needs to track and monitor; Targets Support Interventions Each child on the SEND register has a Pupil Profile that is reviewed and updated regularly. This will be shared with staff to ensure the pupils needs are met. Regular reviews take place with staff, parents and students focused on their needs, curriculum and overall development. Parents Evenings are fully accessible with parents not only able to discuss academic progress with class teachers but also holistic development.
Training	Develop and support training programs which specifically focus on equipping educators and support staff with the skills and strategies necessary to ensure students' individual learning needs are effectively met within the overall framework of a well-rounded education offer.	Enhanced Educator Competence: The implementation of targeted training programs is expected to result in enhanced competence among educators and support staff. By focusing on specific skills and strategies tailored to meet the diverse learning needs of our students. Improved Individualised Student Support: The emphasis on training programs aimed at meeting individual learning needs ensures that educators	Staff are encouraged and supported to access specialised training to support both their own professional development and the support that can be provided to our pupils. Regular training is delivered to teachers and support staff as part of teacher training days and our CPDL calendar about adapted teaching strategies. This has also included curriculum design and how to effectively adapt lessons for

		and support staff are well-prepared to provide personalised support. This, in turn, leads to improved individualised assistance for students. Optimised Well-Rounded Education: Educators and support staff, armed with enhanced skills and strategies, will contribute to a more comprehensive and inclusive educational experience, ensuring that the diverse needs of students are met within the overall framework of a well-rounded curriculum.	students with specific needs. Support staff are trained to meet the medical needs of all pupils, including pupils with diabetes and the complex medical needs of existing and new pupils.
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Section 2: Building

To ensure the school continues to sustain and enhance the physical environment and the accessibility of the building for students, staff and parents who have disabilities and additional needs at Stuart Bathurst Roman Catholic High School.

Focus Area	Strategy	Outcomes	Current practice Including: established practice and practice under development
Building	As part of the St John Bosco Catholic Academy we are committed to providing a safe, functional, and inclusive learning environment for all students.	Enhanced Safety and Functionality: Initiate regular safety audits and functionality assessments, identifying areas for improvement and implementing necessary upgrades or modifications to further enhance the	To ensure the continuous commitment to providing a safe, functional, and inclusive learning environment for all students. The school commits to the following: walkarounds to assess the physical condition of the premises,

		safety and functionality of the school premises. Ongoing Monitoring: Through ongoing evaluation and proactive maintenance, we are dedicated to upholding high standards and continuously improving the physical learning environment to support the evolving needs of our school community. Inclusive Environment Optimisation: Establish a comprehensive review process focusing on inclusivity within the learning environment. Implement adjustments and improvements based on regular assessments to ensure the school remains a welcoming and accessible space for all students, regardless of their diverse needs.	operational meetings to address immediate concerns and plan for improvements, regular lifecycle audits and reviews. Through these proactive measures, we aim to maintain the integrity of our infrastructure, guarantee the safety and well-being of our students, and continuously enhance the overall educational experience within the parameters of a safe, inclusive, and conducive learning environment. Some of the key design aspects of the school to support inclusivity and accessibility are Dropped Kerbs: Dropped kerbs are available on both sides of the main vehicle car park to facilitate smooth pedestrian access. Ramps for Student's Entrance to reception: Wide Corridors: Corridors are designed to be wide, ensuring students can navigate the school comfortably and safely.
Classrooms	To ensure sustained and enhanced accessibility within our classrooms. Stuart Bathurst Roman Catholic High	Increased Inclusivity: The commitment to sustained and enhanced accessibility within classrooms at Stuart Bathurst RC	Classrooms are equipped with tables and chairs, ensuring adaptability and

	School commits to an inclusive strategy focused on the physical environment. Recognising the importance of accommodating students with disabilities and additional needs, our strategy involves ongoing efforts to optimize the accessibility of the school building.	High School is expected to result in increased inclusivity. By optimising the physical environment, the school aims to create spaces that cater to the diverse needs of students with disabilities and additional needs, fostering a more inclusive and welcoming learning atmosphere. Improved Participation and Engagement: As a direct outcome of the inclusive strategy, an improvement in student participation and engagement is anticipated. Enhanced accessibility in classrooms provides students with disabilities and additional needs the opportunity to fully engage in educational activities, contributing to a more interactive and participatory learning experience. Enhanced Well-being: The strategy's focus on optimising the physical environment is designed to positively impact the well-being of students, staff, and parents with disabilities and additional needs. By ensuring accessibility, the school aims to create a supportive and accommodating atmosphere that enhances the overall well-being and sense of belonging within the school community.	accessibility for all students. Projection Technology: Classrooms are equipped with projection technology to facilitate dynamic and inclusive teaching methods, with interactive boards. Use of Technology: Technology is integrated into the learning environment, promoting inclusive educational practices for all students.
Arrival and Departure	To facilitate a seamless and inclusive experience for all members of the school	Enhance Physical Accessibility	School Transport Accessibility:

	community, Stuart Bathurst High School is committed to a comprehensive strategy addressing the access and departure of students. Our aim is to create a safe, welcoming, and barrier-free environment that ensures a smooth and dignified experience for all individuals navigating the school premises	Infrastructure: Develop and implement monitoring plans to enhance physical infrastructure, such as ramps, pathways, and entranceways, to ensure a barrier-free environment that facilitates easy access and departure for all individuals within the school community. Implement Inclusive Signage and Communication: Develop a comprehensive signage and communication strategy that caters to diverse needs, providing clear and accessible information throughout the school premises to enhance navigation and contribute to an inclusive experience. Conduct Regular Accessibility Audits: Establish a system for regular accessibility audits to assess and address any evolving needs or challenges related to access and departure. This objective aims to ensure continuous improvement and adaptation of the school environment to meet the changing requirements of the diverse school community.	School transport is organised via Sandwell and equipped to ensure accessibility for students with diverse mobility needs. Dropped Kerbs: Dropped kerbs are available on both sides of the main vehicle car park to facilitate smooth pedestrian access. Additional Disabled Parking Spaces: Creation of extra disabled parking spaces to accommodate the needs of students, staff, and parents with disabilities, ensuring convenient access to the school premises. Flat Access to School Entrance: Implementation of a flat and accessible pathway leading to the school entrance, promoting easy and barrier-free access for individuals with mobility aids accessible minibus to support educational visits, ensuring that students with mobility challenges can participate in off-site activities comfortably.
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Health & Safety / Pupils Wellbeing	Stuart Bathurst Catholic High School is dedicated to a holistic strategy prioritising the health and well-being of students with additional needs. This strategy recognises the intrinsic link between a supportive physical environment and the overall well-being of our students. We aim to create an environment that not only accommodates physical disabilities but also fosters a nurturing atmosphere conducive to the holistic health and well-being of every student, staff member, and parent within our school community.	Enhanced Well-being and Resilience: The holistic strategy is expected to contribute to the enhanced well-being and resilience of students with additional needs. By fostering a supportive physical environment and nurturing atmosphere, students are likely to experience improved mental health and emotional well-being, leading to greater overall resilience. Increased Inclusivity and Sense of Belonging: The implementation of the holistic strategy is anticipated to increase inclusivity and foster a sense of belonging within the school community. By creating an environment that accommodates diverse needs and promotes a nurturing atmosphere, students, staff members, and parents are likely to feel valued and included, contributing to a positive and supportive school culture. Positive Impact on Academic and Social Development: The holistic approach to health and well-being is poised to positively impact academic and social development. By prioritising the physical and emotional needs of students, the strategy aims to	Manual Handling Protocols: Comprehensive manual handling protocols are implemented to ensure the safe and appropriate movement of students when required. Personal Emergency Evacuation Plans (PEEPs): Personalised emergency evacuation plans are in place, ensuring the safety of students with specific needs during emergencies. A range of inclusive before-school, break, lunch, and after-school clubs are available. These tailored clubs provide a supportive environment where students can engage in enriching activities, fostering not only their academic growth but also offering crucial social, emotional, and mental health support. Collaboration with external agencies and support services is key to addressing the diverse requirements of our students, encompassing physical, academic, and social-emotional well-being. This includes activities such as sensory activities, on-site counselling and educational psychologist support. Access to a nurtured environment in Alternative Care addressing any Social Emotional and Mental Health difficulties and enhancing their well-being and
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		create an environment that supports not only their academic growth but also their social and emotional development. This, in turn, contributes to a more holistic and enriching educational experience for every member of the school community.	resilience.
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Section 3: Resources			
Persist in advancing and upholding the effective communication of written information to students with disabilities and additional needs at Stuart Bathurst Roman Catholic High School as part of our ongoing commitment to accessibility improvement.			
Focus Area	Strategy	Outcomes	Current practice Including: established practice and practice under development
Print Resources	To provide effective communication of written information to students with disabilities and additional needs. Through ongoing collaboration with staff, students and specialist partners, and with the integration of technology, our aim is to continually enhance the readability and inclusivity of print materials. This commitment ensures that students with disabilities receive information in formats that cater to their unique needs, fostering an environment where communication is not only	Improved Readability and Understanding: The ongoing collaboration with staff, students, and specialist partners, coupled with the integration of technology, is expected to lead to improved readability of print materials. This outcome ensures that students with disabilities and additional needs can comprehend information more effectively, contributing to their overall academic engagement and	Large Print Resources: Provision of large print resources to accommodate students with visual impairments, ensuring equitable access to educational materials. Pictorial or Symbolic Representations: Utilisation of pictorial or symbolic representations to enhance understanding, particularly beneficial for students with cognitive or language-related challenges.

	effective but also universally accessible.	understanding. Enhanced Inclusivity in Communication: Through the commitment to continually enhance the inclusivity of print materials, the strategy aims to create a more accessible communication environment for students with disabilities. This outcome fosters inclusivity by providing information in formats tailored to diverse needs, promoting a sense of belonging and equal participation within the school community.	Exams - Concessions Provision: Implementation of concessions provisions during exams, recognising the diverse needs of students and ensuring fair and equitable assessment conditions. Differentiated Print Resources: Creation and use of differentiated print resources to cater to various learning needs, promoting an inclusive approach to content delivery. Large Print/Coloured Paper/Overlays: Provision of large print, coloured paper, and overlays to accommodate different visual preferences and support students with Specific Learning Needs (Dyslexia).
Assistive Technology	As part of our ongoing commitment to accessibility improvement, we aim to enhance and uphold the effective communication of written information to students with disabilities. Through collaboration with educators, ongoing professional development, and strategic partnerships with technology specialists, our goal is to identify, implement, and continually evolve the use of assistive technologies. By leveraging these tools, we seek to create an inclusive learning environment that empowers students with disabilities, providing them with	Universal Accessibility Through Technology Integration: The integration of technology into the communication strategy is anticipated to result in universal accessibility. By leveraging technology tools, information can be disseminated in various accessible formats, ensuring that students with disabilities can access content using tools and platforms that align with their unique needs, fostering an inclusive and technologically adept learning environment.	Integration of information technology, such as laptops for student use, facilitating a more interactive and personalized learning experience. Regular uploading of written information on Google Classroom and the school's website, ensuring accessibility for both pupils and parents, promoting transparency and easy access to important information. Incorporation of laptops within the school environment, for specific students. Providing a versatile and

	equitable access to information and fostering their academic success.	Increased Proficiency in Assistive Technology Usage: The collaboration with educators and ongoing professional development is expected to result in increased proficiency among staff in the identification, implementation, and evolution of assistive technologies and adaptive teaching strategies. This outcome ensures that educators are well-equipped to leverage these tools effectively, enhancing their ability to cater to the diverse needs of students with disabilities. Creation of a Dynamic and Inclusive Learning Environment: The strategic commitment to leveraging assistive technologies is intended to create a dynamic and inclusive learning environment. By identifying and implementing these tools, the school aims to foster an atmosphere where students with disabilities experience equitable access to information, promoting a sense of inclusion, participation, and engagement within the academic community.	accessible tool for students to engage with educational content and resources to meet their individual needs. Utilisation of reader tools, including to assist students in accessing written information more effectively. Using multiple forms of technology and software to support student's accessibility and engagement. These include but are not limited to: Google Classroom Teams Nearpod Voice to Text Text Readers Ai Tools Visualisers Interactive Display Boards
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