

ST CUTHBERT MAYNE SCHOOL
Joint Catholic and Church of England 11-18 Comprehensive School
Dioceses of Plymouth and Exeter



St Cuthbert Mayne School
Accessibility Plan

Approved by Resources Committee: June 2025

Shared with Full Governing Body: July 2025

Next Review Date: June 2028

Contents

1. The Legal Framework & Schools Planning Duty	3
2. Schools Ethos & Mission Statement	3
3. Current Good Practice which supports this duty	5
4. Review and Implementation	8
5. St Cuthbert Mayne Action Plan	9

1. The Legal Framework & Schools Planning Duty

- 1.1. Under Part 4 of the Disability Discrimination Act (DDA) 1995 (as amended by the Special Educational Needs and Disability Act 2001 and the Equality Act 2010) schools must not discriminate against disabled students, they must not treat them less favourably and must actively make reasonable adjustments to ensure that they are not at a substantial disadvantage.
- 1.2. As part of this duty schools must produce an Accessibility Plan to show how the school intends to proactively improve the accessibility of three key areas of school life for those who have a disability.
- 1.3. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.
- 1.4. The three keys areas that the school must focus on in their plan are:
 - increasing the extent to which disabled students can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
 - improving the delivery to disabled students of information which is provided in writing for students who are not disabled.
- 1.5. The duty is anticipatory and the school must plan for the future needs of pupils, staff and visitors.
- 1.6. The school’s Accessibility Plan must be resourced, implemented and reviewed every three years.
- 1.7. An Action Plan is attached as Appendix 1 this sets out a programme of planned improvements and actions over time to meet the current and future needs of users of the schools. A success criterion and a review period have been set so that progress and outcomes can be measured.

2. Schools Ethos & Mission Statement

- 2.1. St Cuthbert Mayne Secondary School has a culture and ethos based on Christian values where every individual is appreciated and all are respected.

2.2. This is reflected in the school's educational vision which is to engage, challenge and nurture students so that they may live life to the full, now and in the future. This Accessibility Plan is driven by the schools aims:

- To develop each young person to their full potential within a Christian environment
- To help each young person, whatever their ability, to achieve the highest academic standards possible
- To encourage high standards of person responsibility and develop an awareness and concern for others
- To provide each young person with the knowledge, skills and values that will enable them to play their part in the world.

2.3. St Cuthbert Mayne School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. It aims to identify and remove barriers in every area of school life.

2.4. Commitment to equal opportunity and inclusion can be seen in the following school policies:

2.4.1. Special Educational Needs and Disability (SEND) Policy

“To provide the structure for a pupil-centred process that engages student, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.”

2.4.2. School Admissions Policy

“In line with the Equality Act 2010 we do not discriminate against disabled students in respect of admissions for a reason related to their disability. We use our best endeavors to provide effective educational provision.”

2.4.3. National Curriculum Inclusion Statement

- Setting suitable learning challenges
- Responding to pupil's diverse needs
- Overcoming potential barriers to learning

2.5. In their school's last Ofsted inspection officers noted St Cuthbert Mayne is a welcoming and inclusive school. Within the report there are references to the inclusivity of the school “Pupils enjoy a range of memorable trips and visits and there are a variety of extra-curricular opportunities, including the Duke of Edinburgh's Award, a comprehensive sport offer and a range of music lessons. Teachers make sure that all pupils, including those that are disadvantaged take part”. Also “pupils with special educational needs and/or disabilities (SEND) are supported well with their learning. Those pupils who are not fluent readers receive appropriate extra help with reading. Teachers are well trained to identify pupils with SEND”.

3. Current Good Practice which supports this duty

3.1. Current Actions: Increasing access to the curriculum

3.1.1. The school is constantly looking for ways to make its curriculum accessible to all in line with its aim to make everyone reach their full potential.

3.1.2. This is driven by the schools SEN Coordinator (SENCo) who:

- Coordinates provision for students with SEND
- Liaises with professionals, parents/carers and external agencies
- Provides professional guidance and support to colleagues including advising on the Graduated Approach and managing staff's professional development in special needs
- Assesses students' needs
- Monitors student's achievements and progress
- Advises on deployment of school's budget and resources to support students
- Liaises with next providers to ensure smooth transition
- Raises awareness of roles and responsibilities of all staff in relation to SEND
- Support students through transition periods whether a change in school, class or staff; changes are carefully planned and managed to provide continuity of provision and reassurance to student and families.

3.1.3. To date through its Accessibility Plans the school has:

- Ensured SEN, Able & Talented and Health & Safety remain a standing agenda item on all departmental meetings
- Ensured information on individual pupils with disabilities is kept up to date and readily accessible to all teachers who work with them; with supporting strategies and advice from the SENCo
- Ensured the effective deployment of Learning Mentors to connect disabled pupils to the curriculum, support their development of independence and to promote social interaction
- Provided screen reading software, magnification software and a portable video magnifier for those with visual impairments
- Provided a microphone and speech recognition system to facilitate data entry, a specialist keyboard with larger keys and a specialist pointer device for those with manual dexterity issues
- Provided other support aids such as vari-height desks, writing slopes, etc as and when appropriate

3.1.4. In addition, to ensure the needs of all students are fully met, the school uses a Graduated Approach to learning using the 'Assess, Plan, Do & Review Process'. This four part cycle ensures decisions and actions implemented are revisited, refined and reviewed in line with a greater understanding of the student's need and of what supports them in making good progress. It forms part of the regular termly assessment and planning cycle for all students.

3.1.5. This process alongside ongoing collaboration with the families of those with disabilities and other external agencies ensures the setting of appropriate individual learning outcomes so that students can reach their full potential.

3.1.6. An important aspect of increasing access to the curriculum is the continued professional development (CPD) of staff in Special Educational Needs. The school supports this through:

- Offering a programme covering a variety of SEND which staff are able to sign up to depending on what best meet their CPD needs
- Ongoing training for learning mentors who support the students
- Bringing in of external trainers to address more specialist training needs such as dealing with specific medical conditions
- Peer support and guidance available on a daily basis to all staff
- Sharing of expertise and good practise
- Due regard to the latest guidance from the Local Authority and the Department of Education.

3.1.7. Further support to those with disabilities is provided through the SEN Centre which forms part of the pastoral provision. The centre works closely with the SENco to help 're-track' and give support to students who are struggling.

3.2. Current Actions: improving access to the physical environment of the school

3.2.1. It is well recognised that improvements to the accessibility of the school are limited by the sites topography and acknowledging this the schools prospectus' does advise parents/carers of those with limited mobility to contact the school to arrange a one to one site visit to see how the student can be accommodated.

3.2.2. However, despite these limitations the school proactively seeks to improve physical access wherever possible.

3.2.3. The completion of a new sports hall, drama and music block and a new all-purpose teaching block has provided 15 accessible teaching spaces, three additional accessible toilets including one with a shower and two lifts. More recently:

- the Plymouth Building has been remodelled in part and included therein was the installation of a lift making it possible for there to be access to the first and

second floor of the building and also the availability of an additional accessible toilet next to the First Aid provision.

- New reception & disabled toilet
- Installation of ramping from the lower car park to the main school courtyard which in turn provides accessibility to the Design & Technology workshops as well as the Emmaus Centre
- Double door into D & T classroom
- Installation of ramping from the 'ground' level of the main drive up to the top of the drive which in turn also facilitates access to the newly landscaped social spaces.
- New SEN accommodation
- New Medical room organisation
- Refurbished Plymouth Block Toilets
- New Building for the Emmaus Centre which has compliant toilets and an accessible toilet.

3.2.4. In addition through its previous Accessibility Plans the school has improved access through the:

- Installation of clear signage internally and externally throughout the site to aid independent wayfinding
- Installation of a second disabled parking bay
- Installation of handrails to external steps to main reception
- Repairing the surface of driveway to prevent trip hazards
- Installation of external lighting from car park
- Installation of emergency lighting throughout site
- Reconfiguring the main entrance/reception to provide a better and more accessible reception area with a disabled toilet off reception
- Installation of additional ramping across the site at key access points
- Installation of additional handrails across the site where needed

3.2.5. Accessibility of the physical environment is also continually improved through the school's ongoing maintenance and redecoration programme which maintains tonal contrasts in the school's décor and the renewal of steps nosings. And through the ongoing programme of replacement furniture and equipment where accessible replacements are provided when possible.

3.3. **Current Actions: improving the delivery of information to persons with a disability**

3.3.1. Through previous Accessibility Plans the school has sought to improve the delivery of written information to those with disabilities through:

- Reviewing report writing i.e. setting minimal standards for layout and ensuring teachers have access to a laptop

- Reviewing alternative formats for everyday information such as timetable, etc
- Expanding the information available on the school's website
- Installation of IT equipment in classrooms to enable more ways of sharing information

4. Review and Implementation

- 4.1. The Plan will be reviewed annually by the Governors Resources Committee in consultation with the SLT, Business Manager and the school SENco.
- 4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention will be assessed to see if they are still valid and if so carried forward to the next review.
- 4.3. Details on how to view this plan will be included in the school prospectus and on the school's website.

5. St Cuthbert Mayne Action Plan

PRIORITY	LEAD	STRATEGY/ACTION	RESOURCES	TIME	SUCCESS CRITERIA	REVIEW DATE	ACHIEVED
ACCESS TO THE CURRICULUM							
Ongoing staff CPD	SENco	Ensure that staff are aware of how to support students starting the school with conditions not previously supported via Teaching & Learning briefing on Wednesdays; liaise with family and relevant support services	Time	Ongoing	Staff feel confident in supporting students	June 25	
Specialist Teaching areas	Curriculum Lead	To consider location of food technology, textiles and library – located on 1 st floors with no access for those in wheelchairs; alternative options. This will be reviewed on an annual basis at Governors resources committee.	Time		Access to all specialist areas	June 25	
Access to after school clubs and trips	SENCo/club leaders	A review of clubs and trips on offer and their accessibility This will be reviewed regularly. A log of SEND students is recorded on Evolve and evaluated.	Time	Ongoing	Disability does not prevent a child from accessing a club/trip	June 25	
ACCESS TO THE ENVIRONMENT							
Forest School	SENCO	Creation of area within our site and purchase of shed to store materials	Revenue budget	Dec 24	Forest school being used in curriculum time	June 25	
Minibus driver	SENCO	Member of Learning Mentoring Team/SEMH to qualify to drive new minibus so to enable off site visits & activities for SEND students or employ a specific minibus driver	Revenue budget	Dec 24	Minibus being used for activities for SEND students	June 25	

Maintenance Records for all lifts	Premises Manager	To ensure servicing of lifts is up to date To ensure all new staff have training on using them as part of their induction	Time	Ongoing	Lifts are fully operational and staff can support students in using them	June 25	
Fire refuge points	Premises Manager	To identify and set up fire refuge points with signage; include in school's fire strategy & training for staff	Time	Aug 24	Safe extraction of students & visitors with mobility issues	June 25	
Disabled parking	Premises Manager	Provide a minimum of 2 disabled parking spaces in lower car park To ensure signage on road reflects location of bay <u>or</u> ensure visitors are made aware of its location	Capital	Aug 24	Ease and convenience of disabled visitors accessing the site	June 25	
Vision Panels in doors	Premises Manager	To remove any obstructions on vision panels	Time	Ongoing	'Functioning' vision panels	June 25	ongoing
Disabled toilet	Premises Manager	To provide tonal contrasting between tiling and fixtures in toilet (I.e. toilets in Block A, Sixth Form block & Music Block) To ensure signage on all toilets consider including braille	Capital	Sept 25	Fully compliant toilets	June 25	
Step Nosings	Premises Manager	Although most step nosings were painted, regular, cyclical cleaning required	Time	Ongoing	Improve access and independent wayfaring for those with visual impairments	June 25	Ongoing each year
Signage	Marketing officer	Programme to replace signage throughout school with braille signs as and when they require replacing	Capital	Ongoing	Improve access and independent	June 25	

					wayfaring for those with visual impairments		
Blinds and window coverings	Premises Manager	To review need for blinds or film on glass. Consider wraps on walls where appropriate to reduce glare/reflection Particularly in sixth form link corridor white walls and glazing create a significant glare	Time & possibly capital	Ongoing	Improve access and independent wayfaring for those with visual impairments	June 25	
Hearing Loop	Premises Manager	Consider providing a hearing loop in key areas such as reception & the hall	Capital	Sept 25	Those with hearing impairments able to communicate and participate in events	June 25	
Tonal contrasts: internal & external posts	Premises Manager	To ensure sufficient contrast between posts and adjacent walls and floorings Poles on lower ground floor in Exeter Block same colour as flooring Aluminium posts in external courtyard area outside Block A same colour as grey concrete	Part of routine maintenance programme	Ongoing	Improve access and independent wayfaring for those with visual impairments	June 25	
Tonal contrasts: Walls, doors and floors	Premises Manager	To use sufficient tonal contrasting colours on walls, doors and flooring Corridor 1 st floor Block A minimal tonal contrast between walls, doors and floors – same colour different shades	Part of routine maintenance programme	Ongoing	Improve access and independent wayfaring for those with visual impairments	June 25	

Internal doors	Premises Manager	Ongoing programme to replace internal doors with doors with vision panels at wheelchair height and colour contrasted user friendly ironmongery Particularly in Block A & Exeter Block C	Capital	Ongoing	Internal doors to have suitable vision panels and user friendly ironmongery	June 25	
Lifts	SLT	Installation of a lift to improve access to facilities on site. This could be a platform lift connecting the 6 th Form centre to the Library in the Canterbury building and a lift in the Exeter Building to allow access to the first floor and the specialist food technology classrooms	Capital	June 28	Access to specialist facilities/services	Nov 24	
Improve Lighting in classrooms	Premises Manager	Replace/upgrade old lighting to LED fittings & PIR control in classrooms P12, P10, E6, E4, E5	Revenue	August 24	Better lighting will assist those students with poorer eyesight	June 25	
Classroom Chairs	Premises Manager	Replace old chairs with new chairs with good levels of tonal contrast in situ	Revenue	August 24	Internal tonal contrast improves independent wayfaring for those with visual impairments	June 25	
Wraps in corridors/foyers	SLT	Decorative wrap screening to improve the environment and reduce glare.	Revenue	June 25	Improve access and independent wayfaring for those with visual impairments	June 25	
Westhill Path	SLT	Resurfacing path to remove trip hazards and provide tonal differential and repair/replace Westhill steps	Capital	June 28	Trip hazards removed	Nov 24	

ACCESS TO WRITTEN INFORMATION

Policy for all outgoing correspondence (not just reports)	Admin	To review current school correspondence – looking at font and layout; and agree a school wide policy Addition of a footer on all correspondence on how to access alternative formats	Time	June 25	Consistency in format of outgoing correspondence	June 25	
Raise awareness of the importance of font/ size/ type set of outgoing correspondence	Admin	Training and information sharing with staff Signposting for staff on how and where to access alternative formats	Time	June 25	Ensure all can access written correspondence	June 25	
Accessibility of School Website	Admin/IT	To review the school's website and consider options are available for user to change font or colours, use QR readers, use access keys, listen to the website, translate the website, etc (it is useful to note that the Council ensures its website conforms to W3C/WAIs Web Content Accessibility Guidelines https://www.w3.org/WAI/intro/wcag.php) Ensure all relevant policies are available to download	Time	June 25	An accessible website with all relevant information accessible including the school's Accessibility Plan	June 25	