

# ACCESSIBILITY PLAN

**Document Control**

<b>This document has been approved for operation within:</b>	Atherton High School
<b>Date effective from</b>	May 2020
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<b>Review period</b>	Three years
<b>Status</b>	Statutory - School
<b>Owner</b>	Local Governing Body
<b>Version</b>	1



## 1. Aims

Schools 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 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, pupils, parents, staff, governors and EPT.

## 2. Legislation and guidance

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

*Academies, including free schools, if applicable add/amend:* This policy complies with our funding agreement and articles of association.

## 3. Policy

- All pupils have the right to access an appropriate curriculum and enjoy every aspect of school life, regardless of any learning, physical or social disability.
- All pupils have the opportunity to fulfil their potential and appropriate provision will be in place to meet the diverse needs of all learners.
- Atherton High School must ensure pupils' physical needs are accommodated.
- Atherton High School has the responsibility to ensure all staff are fully aware of pupils' physical needs and how they should respond accordingly.

- All pupils have the right to access emotional support and receive appropriate professional guidance to achieve equality of opportunity.

#### 4. Practice

**Learning** - Atherton High School must:

- Ensure appropriate provision is in place to meet the diverse needs of all learners.
- Ensure the early identification of pupil need through liaison with feeder primary schools, analysis of KS2 data, reading and writing comprehensions, CAT tests and subject benchmarking to identify pupil strengths and weaknesses.
- Provide effective provision in the form of a flexible timetable and/or an enriched alternative curriculum to facilitate personalised learning programmes, in class support, small set teaching, and relevant interventions when required.
- Provide a diverse curriculum and range of courses (entry level, BTEC, GCSE, Life Skills) to suit pupil need.
- Keep up to date with relevant curriculum and research material to provide a first-class learning experience where all pupils can fulfil their potential.

**Physical** - Atherton High School must:

- Ensure physical difficulties are not a barrier to pupils' learning, social interaction, safety or health and well-being.
- Adopt operational practices that support movement around school and essential daily routines for pupils with physical needs.
- Adapt the timetable and curriculum, if necessary, to ensure pupils have full access to a personalised learning programme.
- Ensure accurate records are kept monitoring progress, effect movement within the staged response set out in the Code of Practice and continually improve provision for pupils with physical disabilities.
- Monitor Health Care Plans for statemented /IPRA pupils.
- Regularly review and communicate pupil progress to teachers, pupils, their parents and other involved parties as appropriate.
- Liaise with outside agencies and disseminate information with relevant staff, parents and pupils.
- Liaise with and advise fellow teachers; provide training on physical disability issues.

**Social** - Atherton High School must:

- Provide opportunities for pupils to have access to appropriate guidance, advice and support on a diverse range of issues.
- Ensure pupils receive appropriate and timely advice and guidance on PSHE Drop Down Days.
- Provide Learning Mentors for identified pupils.
- Monitor and regularly review the programmes and support given to pupils via the Learning Mentors.
- Provide mentors for vulnerable Year 11 pupils.
- Liaise with outside agencies (educational psychologist) to provide guidance, advice and strategies to support staff and parents.

This is achieved by:

- Monitoring the curriculum offers and courses for students.
- Monitoring and reviewing individual pupil timetables for identified pupils as necessary.
- Issuing the Special Needs Register lists to all staff and updating these termly.

- Conducting statutory annual reviews for Statemented pupils and those with IPRA's.
- Acting upon causes for concern and referrals from teaching staff.
- The drawing up, implementing and evaluating of Health Care Plans for pupils with statements and IPRA's.
- Allocating support to lessons and evaluating its effectiveness through teacher feedback, observations and pupil progress.
- Issuing pupil enquiry forms to teachers, interventions and TAs prior to reviews.
- Monitoring progress in interventions by observations, oversight of assessments and analysis of pupil results.
- Monitoring the impact of the Learning Mentors through data, pupil voice and case studies.
- Monitoring and reviewing the enjoyment and impact of PSHE days through pupil voice and pupil response to issues.

#### The Senior Leadership Team.

For regular liaison with the SENCO regarding whole school issues such as teaching and learning, staffing needs and putting the policy into practice.

#### 5. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

#### 6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

**Appendix 1 - Action plan**

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

*The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.*

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p><i>Explain your school's approach here. Examples:</i></p> <p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p>					



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	<p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>				
<p>Improve and maintain access to the physical environment</p>	<p><i>Explain your school's approach here. Example:</i></p> <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li><i>• Ramps</i></li> <li><i>• Elevators</i></li> <li><i>• Corridor width</i></li> <li><i>• Disabled parking bays</i></li> <li><i>• Disabled toilets and changing facilities</i></li> <li><i>• Library shelves at wheelchair-accessible height</i></li> </ul>				
<p>Improve the delivery of information to</p>	<p><i>Explain your school's approach here. Example:</i></p> <p><i>Our school uses a range of communication methods to</i></p>				



pupils with a disability

*ensure information is accessible.  
This includes:*

- *Internal signage*
- *Large print resources*
- *Braille*
- *Induction loops*
- *Pictorial or symbolic representations*





## Appendix 2: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				



Internal signage	Creating outstanding schools which transform learning, lives and communities			
Emergency escape routes				