



Archbishop Temple
Church of England High School

ACCESSIBILITY POLICY AND PLAN 2023-2025

Last Updated	January 2024
Approved by the Governing Body	January 2024
Date to Review	July 2025

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Archbishop Temple Church of England High School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will take positive action with regard to disability and to developing a culture of inclusion, support and awareness within the school. This policy aims to ensure that, through careful planning, barriers to learning are, over a period of time, eliminated.

Aims and Objectives

- to ensure that all pupils have equal access to a broad, balanced and differentiated curriculum;
- to provide access to the curriculum for disabled pupils without disadvantaging the education of other pupils in the school;
- to ensure disabled pupils can participate fully in extra-curricular activities, clubs and school trips;
- to continue to improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and to improve the availability of accessible information to any disabled person;
- to challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion;
- improve the availability of accessible written information;

The Accessibility Action Plan is submitted at the end of this policy.

Scope of the Plan

Increasing the extent to which disabled pupils can participate in the school curriculum by:

- monitoring those areas of the curriculum that are normally difficult for disabled pupils to access; where necessary, re-rooming to more easily accessible classrooms
- further investigating what support or alternative approaches can be adopted to increase the choice/participation of disabled pupils;

- exploring alternative provision and collaboration that will assist disabled pupils to learn, including liaison with the LA Special Educational Needs and Disabilities Team.

The school will endeavour to adapt the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum such as participation in after-school clubs and activities or school visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist advisers and health professionals.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

The school is a designated grade listed building and as a result there are restrictions on alterations that can be undertaken. The school has enhanced the environment where possible for disabled pupils and visitors with the addition of hand rails and ramps. There are also several designated parking spaces in close proximity to the main school entrance.

The school will continue to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

It will strive to improve communication by:

- producing all school literature at the correct font size to help visually impaired pupils;
- investigating alternative ways of providing access to information, software and activities;
- investigating ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school will monitor ways to improve the delivery of written information to pupils, staff, parents and visitors with disabilities and make full use of local services for providing information in alternative formats (e.g. Braille or audio) when required or requested.

Financial Planning and Control

The Headteacher, with the Senior Leadership Team, together with Buildings and Resources Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process.

Implementation

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools including special schools;

- seeking support/advice from outside the school, from services, other agencies and organisations;
- providing information regarding all services available to support the school and staff.

Monitoring

Monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to future action planning. Areas to be monitored include:

- improvement in physical access to the school site as required;
- provision of information and training for staff to ensure that they are able to support pupils with a range of disabilities, that they have high expectations of all pupils, and that they strive to remove barriers to learning and participation;
- Information and training provision to enable staff to conduct lessons and meetings in a user-friendly way;
- success in meeting identified targets;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of school life.

The Governing Body has overall responsibility for the operation and monitoring of this plan, which it delegates to the Learning Environment Committee. The Headteacher will have responsibility for the co-ordination of the physical and information access aspects of this plan. The Plan will be reviewed every three years and approved by the Governing Body.

Related Policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Equality Policy
- Health and Safety Policy
- Behaviour Recovery Policy
- SEND Policy

Targets

- To continue to improve access to the physical environment for all, ensuring the highest safety levels.
- Increasing access for disabled / SEND students to the curriculum and site where possible given listed status of building.
- Review all information and ensure that it is accessible to pupils, staff, parents and visitors.

Target	Task	Timescale	Responsibility	Cost	Met (Y/N)
The school is fully compliant with the statutory duties related to accessibility detailed in the Equality Act 2010 and governors are clear about their legal duty and the requirements of current legislation.	Accessibility Plan updated and becomes an annual agenda item on the Building and Resources Meeting.	Ongoing	Chair of Governors	NA	
Physical Environment					
To continue to improve access to the physical environment for all.	Carry out an annual access audit of the school buildings and grounds and produce an action plan	Ongoing	Business Manager	NA	
	To be aware of staff, governors and parents access needs and make any necessary adjustments to school events	Ongoing	Business Manager and staff	NA	
	To consider access needs during the recruitment process	Ongoing	Headteacher and Business Manager	NA	
	Review evacuation procedure and put in place PEEP for pupils or member of staff with a physical disability	Ongoing and as required	Business Manager / SENDCo		
	Review access to areas of school for	Ongoing	Business Manager		

	wheelchairs and make reasonable adjustments.				
	Improve signage and external access for visually impaired e.g. use of yellow strip marking step edges	Ongoing	Business Manager		
	Improve placement of handrails on stairs in and around school	Ongoing	Headteacher & Business Manager		
	Improve access to external areas behind the school building	Ongoing	Headteacher and Business Manager		
Curriculum					
Staff have a good understanding of the needs of SEND pupils and how to effectively differentiate the curriculum.	Review the needs of the pupils with specific disabilities & where reasonably possible provide relevant training for teaching, learning support staff and governors.	Yearly	SENDCo / T&L Assistant Headteacher	Cost of training allocated to CPD	
Staff have a good level of knowledge of disability issues and how to support disabled pupils in accessing the curriculum	Review the needs of the pupils with specific disabilities & where reasonably possible provide relevant training for teaching, learning support staff and governors.	Yearly	SENDCo / T&L Assistant Headteacher	Cost of training allocated to CPD	
Ensure that all out of school activities, including trips are planned to ensure the	Review all out of school provision to ensure compliance with legislation	Ongoing	EVC / Trip leaders / Business Manager	NA	

participation of all pupils					
Ensure that classrooms are optimally organised and all appropriate equipment is provided to promote the participation of pupils and adults alike	<p>Review and implement an appropriate layout of furniture where reasonable to support the learning process in learning environments.</p> <p>Seek support and guidance from LCC with regard to provision for children with VI and HI</p>	Ongoing	<p>Head of Departments and Classroom teachers</p> <p>SENDCo</p>	NA	
Use Assistive technology to support learning	Utilise iPads to support individual needs within lessons and assessments	Ongoing	All staff	NA	

Communication

Review all information and ensure that it is accessible to pupils, staff, parents and visitors.	Explore the availability and costs of published information in alternative formats	Ongoing	Network Manager		
	Display on the website that the School will support and help parents to access information.	Ongoing	PR and Marketing Officer		
	Ensure that all documents posted virtually can be accessed by the visually impaired.	Ongoing	PR and Marketing Officer		
	Provide information and letters in clear print.	Ongoing	PR and Marketing Officer		
	Utilise iPads to support individual needs within lessons and assessments	Ongoing	All staff		