



### Accessibility Plan:

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<b>Approval needed by:</b>	Local Governing Board

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## 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

At Congleton High School we are '**together in the pursuit of excellence**'. Our vision is to inspire scholarly excellence in all students. We work as a community to provide support, care and guidance that enables students to excel. Our values of **curiosity**, **courage**, and **ambition** shape confident, happy learners who make a valuable contribution to society.

Our core values characterise our community as we strive for the highest standards and achievements. At Congleton High School we promote:

### Curiosity:

- Curiosity is essential for personal growth and development as it helps us to understand the world around us, to solve problems and to innovate.
- We encourage our students to be confidently curious about the world around them, to ask challenging questions and be open to new experiences and differing views.

### Courage:

- Courage is essential for success and we encourage students to be courageous in their academic endeavours, the life choices they make and in choosing positive relationships with those around them.
- The courage to be kind, respectful and resilient is an essential part of our ethos.

### Ambition:

- Ambition is empowering and hopeful, we encourage students to be ambitious in their goals and dreams. Together, we believe '**we can!**'
- We strive for excellence in all areas of our school community and we value the unique contribution of every student. We offer diverse opportunities that build character and open hearts and minds, preparing them for an exciting and rapidly changing world

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, the complaints procedure sets out the process for raising these concerns.

## **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 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Well balanced and accessible curriculum for all students</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>	Our school curriculum is adapted to allow everyone access to high quality education	<p>Continual monitoring and review of the curriculum offer</p> <p>Quality assurance to feed into development of the curriculum</p> <p>Any under performance is identified through data collection and graduated approach is utilised</p>	<p>LS</p> <p>LS</p> <p>PB</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils and visitors as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	To ensure the school environment is fit for all students and visitors	Continual monitoring and adaptations to the site as recommended	Site Manager and School Business Manager

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE
<p>Improve the delivery of information to pupils and other stakeholders with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Immersive reader usage through Office 365</li> <li>• Use of reader pen</li> <li>• Use of coloured stationery</li> <li>• Use of laptops</li> <li>• Use of sign language translators</li> </ul>	<p>All stakeholders able to access school information</p>	<p>Continual monitoring of the needs of students, parents and other stakeholders</p>	<p>PB</p>

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by senior staff.

It will be approved by the local governing body

## **5. Links with other policies**

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

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