



Accessibility Plan

Date Created: February 2021
Date of next review: July 2025
Senior Leader: R Wardle

Accessibility Plan

Our mission is to ensure that Great Sankey High School is a safe, inclusive community providing an environment where excellent teaching and pastoral care empowers all students to be active learners, to celebrate diversity and to realise their potential.

At Great Sankey High School place, the success of our students underpins every decision we make and these are based around the foundation of our core values:

Growth - Great Sankey High School is a community where everyone is encouraged to develop confidence in their own strengths and abilities in the face of difficult experiences and challenges.

Respect - Great Sankey High School is a community where all staff and students show respect to each other, to visitors, to the environment around us and where we value diversity.

Excellence - Great Sankey High School is a community that strives for excellence, whether it be in or out of school, understanding that by seeking to be the best that you can be, you open the path to success.

Aspiration - Great Sankey High School is a community where students and staff aspire to be the best they can be with the highest hopes for their future.

Teamwork - Great Sankey High School is a community where we all recognise that it is by working together and for each other that great things can be achieved.

Great Sankey High School all its policies have due regard to the need to eliminate discrimination and advance equality of opportunity for all students. There is also an obligation to all stakeholders, including members of staff, parents/carers, users of the premises and visitors to recognise their individual needs and provide for them as far as it practically possible. The aim of the school is to ensure that disabled people using the services of the school are not treated less favourably than able people as far as is reasonably possible.

This plan sets out the school's proposals to increase access to education for disabled students in the following three areas:

- Increasing the extent to which all students can participate in the school's curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities, and associated services provided.
- Improving the availability of accessible information to Students with SEND needs.

The plan will be resourced, implemented, reviewed, and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

Great Sankey High School was built in the 1970s, the main school is all on one floor and there are two disabled toilets, one with a fully working hoist. The college is based over three floors, it has disabled toilets on the first floor which is accessible by a singular lift access.

Great Sankey High School is committed to ensuring that reasonable adjustments are made to prevent SEND students from suffering substantial disadvantage. Examples of reasonable adjustments have included but are not limited to:

- The use of overlays / enlarged text.
- Visual timetables
- Issuing extra equipment e.g. iPads / Laptops / reading pens

Action	Person with responsibility	Identified budget	Target date	Success criteria
<p>Ensure early identification of SEND needs:</p> <p>Year 6-7</p> <ul style="list-style-type: none"> • Close liaison with primary leadership team, head, class teachers. • Transition visits to feeder primary schools including observations of students. • Scrutiny of data. <p>Year 7 onwards</p> <ul style="list-style-type: none"> • Clear systems for staff to refer students if they have SEND concerns. • Purchase of testing resources. • Identifying area of need for staff training. 	SENDCo, SLT (pastoral), wider pastoral team	SENDCo time Allocated SEND budget	Ongoing	<ul style="list-style-type: none"> • Intervention in place at the earliest opportunity. • Identified students make progress in line with or beyond their peers. • Improved attendance in school for identified students.
<p>Ensure a whole school ownership for our approach to accessibility:</p> <ol style="list-style-type: none"> 1. Review Accessibility Plan on a three yearly basis. 2. Ensure all staff receive and understand how to implement the Accessibility Plan. 3. Ensure SLT meetings consider accessibility on a regular basis. 4. Ensure staff meetings allow for discussions on accessibility. 5. Half termly updates at staff briefing. 6. Weekly SEND updates shared with staff. 7. Development of a SEND Microsoft teams page that all staff can access 	Executive Headteacher Headteacher Deputy Headteacher-SEND link. SENDCo	Identified staff time. Whole school budget	1-6 ongoing 7-December 2024	<input type="checkbox"/> All stakeholders involved in improving accessibility for students with SEND needs.
<p>All staff to be aware of the relevant needs of students:</p> <ol style="list-style-type: none"> 1. Half termly audits of the SEND register to ensure that all the information on students held by the school is up to date and relevant. 2. Ensure the relevant information is shared with staff via Bromcom. 	Executive Headteacher Headteacher Deputy Headteacher SEND link	SENDCo, Head of Department and Progress Leader time Whole school budget for	Ongoing and reviewed half termly	<ul style="list-style-type: none"> • Improved learning opportunities for students with SEND. • Identified students make progress in line with or beyond their peers.

<ol style="list-style-type: none"> 3. Use of resources tailored to the needs of pupils who require support to access the curriculum. 4. Curriculum resources include examples of people with disabilities. 5. Curriculum progress is tracked for all pupils, including those with a disability via regular meetings with progress and pastoral leads. 6. Appropriate targets for students with additional needs are recorded on learning plans and reviewed. 7. The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>SENDCo Heads of Department Progress Leaders</p>	<p>Bromcom</p>		<ul style="list-style-type: none"> • Improved attendance in school for identified students.
<p>Ensure that the school has a culture of ensuring that the SEND needs of students are considered a priority:</p> <ol style="list-style-type: none"> 1. All staff training in neurodiversity via SLA with the ADHD foundation and sensory team at Warrington Council. 2. Time for members of the SEND team to attend training via WBC 3. Regular training for staff on different SEND needs. 4. Develop increased systems within Bromcom so that all staff are aware of the needs of students 5. Staff focus group to work towards SEN friendly classroom status 	<p>SENDCo SLT line manager for SEN</p>	<p>SENCO Time Pastoral budget</p>	<p>1-3 ongoing 4-5 July 2025</p>	<ul style="list-style-type: none"> • Staff, parent surveys demonstrate improved confidence in SEND. • Seating arrangements ensure that students with SEND needs have optimum access to the learning environment. • All staff demonstrate an awareness of SEN pupils needs.

<p>To ensure that school information is accessible by all stakeholders:</p> <ol style="list-style-type: none"> 1. Survey parents to identify which require modification communication e.g. Language Content, Font Size. 2. Systems to be put in place to ensure that results of survey are implemented. 3. Ensure that all teaching staff are aware of exam access. <ol style="list-style-type: none"> a. requirements and that this is a normal way of working in lessons. 4. Work in partnership with sensory services to complete an audit of classrooms to ensure that students are able to access their learning. 	<p>SENDCo SLT Human Resources Site team</p>	<p>Time of staff involved SEND budget for resources required</p>	<p>1,2 and 4 July 2025 3- Ongoing</p>	<ul style="list-style-type: none"> • Information is accessible to stakeholders with a range of SEND. • Optimised accessibility of materials. Pupils with disabilities are able to fully access the school environment. E.g. • Being able to clearly see Whiteboards.
<p>Ensure that all ICT provision meets the needs of SEND students:</p> <ol style="list-style-type: none"> 1. Improved WIFI across the school. 2. Use of Microsoft software to allowing students with access arrangements to have an electronic reader if required. 3. Regular checks of computers in learning support to ensure that any required software is working appropriately and that computers are running at a reliable speed. 4. Increased number of laptops where required to meet the needs of students. 	<p>SENDCo IT Support</p>	<p>Time of staff involved School ICT budget</p>	<p>Ongoing</p>	<p>Accessible software for students with exam access arrangements. Students have quick access to ICT equipment.</p>
<p>To ensure that students with SEND have equal access to school trips:</p> <ol style="list-style-type: none"> 1. Needs of SEND students to be taken into consideration during the planning process. 2. Allocation of TAs on trips to support SEND students. 	<p>SENDCo Teaching Assistants</p>	<p>Time of staff involved</p>	<p>Ongoing</p>	<p>Students with SEND needs have equal access to school trips.</p>

<p>Audit of movement around the school:</p> <ol style="list-style-type: none"> 1. Invite sensory service in to ensure that Great Sankey High School meets the needs of students with a visual impairment. 2. Devise and circulate individual plans to ensure that pupils disabilities can move safely around. <ol style="list-style-type: none"> a. the academy during lesson changeover and unstructured times. 3. Creation of Personal Evacuation Plans (PEPs) for identified students, ensuring safety during a school evacuation. 4. Ensure the environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height 	<p>SENDCo SLT Human Resources Site team</p>	<p>Time of staff involved.</p>	<p>Ongoing</p>	<p>Pupils with disabilities can move freely and safely around the Academy throughout the day. All staff are aware of the necessary adjustments to support pupil movement.</p>
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