



# Accessibility Plan

Policy approval Date: 1/2/21

Review Date:

Next review 1/2/24

Signed by: \_\_\_\_\_

\_\_\_\_\_ Headteacher Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors Date: \_\_\_\_\_

Last updated: 1/2/21

# Accessibility plan

Our mission is to ensure every student leaves Great Sankey articulate, resilient, compassionate and culturally aware. Any support required will be identified early, implemented seamlessly working collaboratively & in partnership with stakeholders to ensure every child has the opportunity to succeed & thrive at GS regardless of starting point, background or the challenges they may encounter (be they at home, school, physical, mental or academic).

Great Sankey High School all its policies has 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 build 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 eg 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"> <li>• Close liaison with primary leadership team, head, class teachers.</li> <li>• Transition visits to feeder primary schools including observations of students.</li> <li>• Scrutiny of data.</li> </ul> <p>Year 7 onwards</p> <ul style="list-style-type: none"> <li>• Clear systems for staff to refer students if they have SEND concerns.</li> <li>• Purchase of testing resources.</li> <li>• Identifying area of need for staff training .</li> </ul>	SENDCo, SLT (pastoral), wider pastoral team	SENDCo time Allocated SEND budget	Ongoing	<ul style="list-style-type: none"> <li>• Intervention in place at the earliest opportunity.</li> <li>• Identified students make progress in line with or beyond their peers.</li> <li>• Improved attendance in school for identified students.</li> </ul>
<p>Ensure a whole school ownership for our approach to accessibility:</p> <ul style="list-style-type: none"> <li>• Review Accessibility Plan on an annual basis.</li> <li>• Ensure all staff receive and understand how to implement the Accessibility Plan.</li> <li>• Ensure SLT meetings consider accessibility on a regular basis.</li> <li>• Ensure staff meetings allow for discussions on accessibility.</li> </ul>	Executive Headteacher Headteacher SENDCo	Identified staff time  Whole school budget	Ongoing	<ul style="list-style-type: none"> <li>• All stakeholders involved in improving accessibility for students with SEND needs.</li> </ul>

<ul style="list-style-type: none"> <li>• Ensure staff are trained to meet SEN needs and disability needs of all students.</li> </ul>				
<p>All staff to be aware of the relevant needs of students:</p> <ul style="list-style-type: none"> <li>• Audit of the SEND register to ensure that all the information on students held by the school is up to date and relevant.</li> <li>• Utilise links between class charts and provision map to ensure that all staff are aware of the relevant SEND needs of students.</li> <li>• Creation of pupil passports.</li> </ul>	SENDCo	SENDCo time Whole school budgeted for Provision Map software	Spring 2021	<ul style="list-style-type: none"> <li>• Improved learning opportunities for students with SEND.</li> <li>• Identified students make progress in line with or beyond their peers.</li> <li>• Improved attendance in school for identified students.</li> <li>• Effective use of specialist equipment such as overlays and reading pens.</li> </ul>
<p>Ensure that the school has a culture of ensuring that the SEND needs of students are considered a priority:</p> <ul style="list-style-type: none"> <li>• All staff training in neurodiversity via SLA with the ADHD foundation.</li> <li>• Short pieces of training for all staff on different SEND needs.</li> <li>• Provision map software to feed into class charts ensuring that all staff are aware of the needs of students when considering their seating plan.</li> <li>• Staff focus group to work towards SEN friendly classroom status.</li> </ul>	SENDCo SLT line manager for SEN	SENCO Time Pastoral budget	Ongoing	<ul style="list-style-type: none"> <li>• HIVE documentation highlights improving confidence in SEND.</li> <li>• Seating arrangements ensure that students with SEND needs have optimum access to the learning environment.</li> <li>• All staff demonstrate an awareness of SEN pupils needs.</li> </ul>

<p>To ensure that school information is accessible by all stakeholders:</p> <ul style="list-style-type: none"> <li>• Survey parents to identify which require modification communication e.g. Language Content, Font Size.</li> <li>• Systems to be put in place to ensure that results of survey are implemented.</li> <li>• Ensure that all teaching staff are aware of exam access requirements and that this is a normal way of working in lessons.</li> <li>• Work in partnership with sensory services to complete an audit of classrooms to ensure that students are able to access their learning.</li> </ul>	<p>SENDCo SLT Human Resources Site team</p>	<p>Time of staff involved SEND budget for resources required</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Information is accessible to stakeholders with a range of SEND.</li> <li>• Optimised accessibility of materials.</li> <li>• Pupils with disabilities are able to fully access the school environment. E.g Being able to clearly see Whiteboards.</li> </ul>
<p>Ensure that all ICT provision meets the needs of SEND students:</p> <ul style="list-style-type: none"> <li>• Improved WIFI across the school.</li> <li>• Use of Microsoft software to allowing students with access arrangements to have an electronic reader if required.</li> <li>• Move to Microsoft teams allowing TAs to access breakout rooms to support students if required.</li> <li>• Regular checks of computers in learning support to ensure that any</li> </ul>	<p>SENDCo IT Support</p>	<p>Time of staff involved School ICT budget</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Accessible software for students with exam access arrangements.</li> <li>• Students having quick access to ICT equipment.</li> </ul>

required software is working appropriately and that computers are running at a reliable speed.				
<p>To ensure that students with SEND have equal access to school trips:</p> <ul style="list-style-type: none"> <li>Needs of SEND students to be taken into consideration during the planning process.</li> <li>Allocation of TAs on trips to support SEND students.</li> </ul>	<p>SENDCo Teaching Assistants</p>	Time of staff involved	Ongoing	<ul style="list-style-type: none"> <li>Students with SEND needs have equal access to school trips.</li> </ul>
<p>Audit of movement around the school:</p> <ul style="list-style-type: none"> <li>Invite sensory service in to ensure that Great Sankey High School meets the needs of students with a visual impairment.</li> <li>Devise and circulate individual plans to ensure that pupils disabilities can move safely around the academy during lesson changeover and unstructured times.</li> <li>Creation of Personal Evacuation Plans (PEPs) for identified students, ensuring safety during a school evacuation.</li> </ul>	<p>SENDCo SLT Human Resources Site team</p>	Time of staff involved	Ongoing	<ul style="list-style-type: none"> <li>Pupils with disabilities can move freely and safely around the Academy throughout the day.</li> <li>All staff are aware of the necessary adjustments to support pupil movement.</li> </ul>