Poole High School

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Accessibility Plan

Staff Link:	Mr P Myers	Date:	Sept 2023
Governor Link:	Mrs J Oldale	First Review:	Sept 2026
Policy No.	2	Subsequent Reviews:	3 yearly

1. Definitions

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

2. Purpose of The Plan

Our school accessibility plan is aimed at:
- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment of the school to enable disabled students to take better advantage of education, facilities and services provided, and improving access for staff, parents and other visitors with accessibility needs
- Improving the availability of written information to disabled students, staff and parents by producing written information in appropriate formats

The school recognises the need to provide adequate resources for implementing the plan and will regularly review it.

3. Accessibility Audit

There are increasing numbers of disabled students in mainstream settings needing adult support. There are increasing numbers of parents and visitors who also have accessibility issues. A survey was carried out to determine the extent to which the site was deemed accessible and to identify areas that improvements were needed.

Where the accessibility audit has shown there are areas for improvement these will be added to our long term plans. All developments now will take account of accessibility needs. These are implemented in response to identified need and long term works.

Since the last survey work has been done to improve the accessibility on site in response to the identified needs of incoming students.

4. Accessibility Plan

Physical Access

Physical Access	
Issue	Comments and Actions
Do furniture layouts allow easy movement for students with disabilities?	Some classrooms too small to allow movement of furniture. These are general spaces and it is not detrimental to timetable classes in other rooms. Review needs of students prior to timetabling to ensure rooms are accessible for those who need to use them.
Do all steps have contrasting edging?	Part of an ongoing programme of works. These are checked and renewed annually. In addition all

	significant trip hazards are being highlighted for the benefit of individuals with visual impairment.
If there are steps, is a ramp provided to access the main entrance?	Access to the main buildings is level (sloped entrance to Main School Building to the sides. Access to certain classrooms is via the rear of the school. There are three ramps into the main building that allow access to all areas. There are no plans at present to add any additional ramps. Work is needed to make the route from the carpark and around the site more accessible with dropped kerbs.
Do all internal doors allow a wheelchair user to get through unaided?	Fire doors are heavy and can present a problem for access. Work is being investigated to add automated releases for the doors.
Does the relevant block have accessible changing rooms?	Only the English block changing rooms do. Sports hall changing rooms do not. Sports hall changing rooms are currently not accessible although the sports hall and fitness suite are.
Are non-visual guides used to assist people to use the buildings?	No plans at present.
Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	The replacement of the fire alarm in the main school has incorporated visual signals. The remaining buildings are scheduled to be fitted with the same facility. In addition, our evacuation protocols involve the Fire Marshals clearing buildings in the event of a fire activation.
Is a hearing induction loop available (either fixed or portable) in the school?	An induction loop is being fitted at reception.
Is accessible signage used throughout the school	No plans at present.
Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	Audit key sign position. Supplement existing with those at accessible height. Building signs are generally at an accessible height already to accommodate younger students who are not so tall.

Access to Learning	
Issue	Comments and Action
Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	Training needs are reviewed annually. Staff are informed and supported to manage individual needs.
Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	Training is reviewed annually. Staff are informed and supported to manage individual needs. Staff in the SEND Hub have more specialist training.
Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	Training is reviewed annually. Staff are informed and supported to manage individual needs. Staff in the SEND Hub have more specialist training.

Issue	Comments and Actions
Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	Lessons are limited in duration and practicals must be fitted within that time. There is no scope for this in normal lessons.
Do you provide access to appropriate technology for those with disabilities?	Specific assessments to be carried out based on individual needs. Appropriate equipment is provided for those who need it.
Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?	Training/briefing needs to be given to temporary/supply staff regarding the students that they may teach.
Are staff given time to plan for pupils/students who need a highly differentiated/ individualised curriculum?	When preparing the TT additional time consideration might be given to teachers of students who need this differentiation. It is difficult to prepare a generalised timetable because of the variety of needs.

Access to Information	
Issue	**Comments and Actions**
Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	Not Routinely. Specific assessments are based on individual need. All computers have colour veil installed to aid reading. Large format handouts and assessments are available when required. Other software would be evaluated/provided according to need.
Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	We will audit the parents and establish the size and scale of requirements. We will investigate and produce documents in alternative formats when the need is demonstrated.

This audit and plan were produced in September 2023
The plan will be reviewed every 3 years. The next review date is September 2026

Making it available
The access plan should be easily available to interested parties and published on the school website.