



Accessibility Plan 2019-22

Applicable to:	✓	Astley Community High School
		Seaton Sluice Middle School
		Whytrig Middle School
Approval body:	Pupil Support Committee	

Status:

Statutory policy or document	Yes
Review frequency	Governing Body to determine
Approval by	Governing Body to determine

Publication:

Statutory requirement to publish on school website	Yes
Agreed to publish on school website	Yes

Review:

Frequency	Next Review Due
Annually	September 2022

Version Control:

Author	Creation Date	Version	Status
Business Manager (BW)	20 August 2019	0.1	Initial draft based on 2015-18 accessibility plan
Changed by	Revision Date		
Business Manager (BW)	26 September 2019	0.2	Updated to incorporate feedback from SENDCo and SEND Support
Business Manager (BW)	21 October 2019	1.0	Final approved version for publication
Business Manager (BW)	3 December 2020	1.1	Annual review
Business Manager (BW)	15 December 2020	2.0	Final approved version for publication
Assistant Headteacher SEND & Disadvantaged ACHS/WMS (KL)	15 February 2022	2.1	Annual review
Business Director (BW)	21 March 2022	3.0	Final approved version for publication

1 Aims

- 1.1 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 disabled pupils can participate in the curriculum
 - improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - improve the availability of accessible information to disabled pupils
- 1.2 The federation aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 1.3 The federation is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.4 The federation's Accessibility Strategy provides context and further background information relating to this plan.
- 1.5 The federation's Complaints Procedure covers this plan. If you have any concerns relating to accessibility in school, the Complaints Procedure sets out the process for raising these concerns.
- 1.6 This plan will be made available online on the federation's website, and paper copies are available upon request.

2 Legislation and guidance

- 2.1 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.
- 2.2 The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.
- 2.3 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.
- 2.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3 Action plan

- 3.1 The action plan below sets out the aims of our accessibility plan in accordance with the Equality Act 2010, and will be reviewed and updated when necessary.

Increase the extent to which disabled pupils can participate in the curriculum

- Strategies currently in place:
 - All reasonable adjustments made with relevant external professionals advice to ensure ALL students can access curriculum
 - Curriculum considerations made with regards to individual students' capabilities and goals
 - Support put in place as required via short term targeted intervention or longer term support measures to ensure all students can access the curriculum and participate to the best of their ability
 - Staff training in ASD, SEMH, Internal support referrals and the EHCP system

Objective	Actions	Owner	Timescale	Success criteria
To review the curriculum to ensure it is accessible to all	Overview of curriculum	Executive Headteacher Head of School SENDCo	July 2021	Each year group has been reviewed
	Audit each curriculum area against SEND	Executive Headteacher SENDCo	July 2021	Issues identified and gaps filled
	Amend/adjust discrepancies and relevant Schemes of Work	Heads of Faculty	July 2021	
	Plan a budget for relevant resources if necessary	Executive Headteacher Business Manager SENDCo	July 2021	Resources in place by July 2021
To offer high quality interventions in English and Maths for pupils with SEND	Reduce class sizes and maintain the proportion of English and Maths teaching on the timetable	Head of School Head of English Head of Maths SENDCo	September 2021	The proportion of SEND pupils making expected or more than expected progress in Maths and English will be more in line with non-SEND students nationally
	Increase the level of support in all lower sets in English and Maths	SENDCo	January 2021	
	Increase support staff training on specific intervention programmes	Head of School SENDCo	July 2021	
To increase knowledge and confidence of	Audit staff training needs	Head of School SENDCo	January 2021	Staff will feel more confident about meeting

teaching staff in differentiating the curriculum	Research and employ best practice in differentiation	Heads of Faculty	July 2021	the individual needs of pupils and pupil participation will increase
	Use expertise amongst staff to share good practice	All staff	July 2021	Staff see good practice and use it
	Ensure staff know their pupils well and are confident about their individual learning needs	All staff	November 2020	Information sheets are issued for staff to use in their planning
To increase teacher and support staff knowledge of the variety of preferred learning styles	Audit staff training needs	Head of School SENDCo	January 2021	Staff will be more able to meet the individual needs of their pupils and pupils will feel a greater sense of participation and achievement
	Research and employ best practice in catering for different learning needs	Heads of Faculty	July 2021	
	Use expertise amongst staff to share good practice	All staff	July 2021	
	Ensure staff know their pupils well and are confident about their individual learning needs	All staff	November 2020	
To ensure all educational visits are accessible to all pupils	Develop guidance for staff on making trips accessible	Head of School	July 2021	All pupils in school will be able to access all educational visits and take part in a range of activities
	Ensure each new venue selected is vetted for appropriateness and any specific arrangements are feasible	Visit Leaders SENDCo	As required	

- Progress made since last review:
 - Detailed assessment packages and bespoke resources purchased for English and Maths assessments, specific to dyscalculia and dyslexia; these have informed interventions and areas for teaching staff to address as part of the Quality First Teaching in class
 - There has been increased support staff in lower sets for Maths and English, particularly in Year 9 where there is the highest need; this has made the curriculum more accessible to SEND and lower ability learners
 - Training needs analysis identified that staff needed and requested training specific to hearing Impairment and Quality First Strategies specific to ADHD and ASD; training to address these areas of need has been delivered to all staff
 - All Teaching and Learning Assistants have had detailed training to support hearing impaired students, including how to use radio aids etc.
 - Bespoke QFT and ASD training has been delivered to ITT students prior to the commencement of their teaching placements

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Strategies currently in place:
 - Staff training on Evac chair use
 - Student specific needs identified and supported on an individual level and shared with staff
 - Room planning around student specific needs on an individual level following the advice of external professionals

Objective	Actions	Owner	Timescale	Success criteria
To ensure the school is aware of the individual needs of disabled pupils, parents, staff and governors	Creation of access plans as part of the usual review process for individual pupils	Head of School BSO H&S and Premises SENDCo	As required	Plans in place for individual pupils
	Meeting with relevant stakeholders and individuals to ensure needs can be met	SENDCo	As required	All pupils, parents, staff and governors have full access to school activities
	Ensure needs are considered during staff recruitment processes	Head of School SENDCo	As required	Access issues do not influence recruitment and retention
To consider ways to make the bungalow accessible to wheelchair users	Consider the needs of wheelchair users to access this area	Head of School Business Manager BSO H&S and Premises	November 2020	Any redesign of building is accessible to all
	Consider whether any redesign or alteration needs to take place	Head of School Business Manager BSO H&S and Premises	November 2020	
To ensure all disabled members of the school community can be safely evacuated in an emergency situation	Put a Personal Emergency Evacuation Plan in place for all pupils and staff with difficulties	Head of School BSO H&S and Premises SENDCo	November 2020	All disabled members of the school community are safe in the event of an emergency
	Ensure signage and emergency evacuation procedures are	Head of School BSO H&S and Premises SENDCo	November 2020	

	accessible to all staff, parents or governors visiting the school	Fire Marshals		
	Train appropriate staff in the use of the evac chairs	Head of School BSO H&S and Premises SENDCo	November 2020	

- Progress made since last review:
 - All staff have had training and an overview of new SEND pupils
 - Training has been provided as part of the Teaching and Learning programme as well as specific sessions within the CPD pathway
 - New ramps have been placed to ensure that there is wheelchair access to the bungalow
 - Risk assessments for access to the swimming pool have been undertaken
 - Evac chair training identified a need for manual handling training and a specific plan for individual wheelchair users; the federation's safety management team have agreed that evac chairs will no longer be used on site and bespoke adjustments to evacuation procedures for specific students will be made

Improve the availability of accessible information to disabled pupils

- Strategies currently in place:
 - All SEND documentation is in NCC recommended student and family friendly paperwork format
 - Staff training driven by needs of intake students

Objective	Actions	Owner	Timescale	Success criteria
To review information to parents/carers to ensure it is accessible and in line with accessibility regulations	Provide information and letters in clear print and “simple” English	BSO Admin	As required	All parents can access and understand school information provided
	Ensure website and all documentation accessible via the website can be accessed by the visually impaired	BSO Admin C&M Assistant	April 2020	
To improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils, parents and visitors with a visual impairment	All staff	As required	Excellent communication
	Ensure all documentation states that if requested it can be provided in alternative formats	All staff	As required	
To ensure annual review information is accessible to pupils	Develop child friendly documentation	SENDCo	July 2021	Pupils feel fully involved in their review processes
To provide information in other formats suitable for (prospective) pupils, parents and visitors who may have a hearing impairment	Access to sign language interpreters to be considered if required	SENDCo BSO Admin	As required	Pupils, parents and visitors feel included and supported
	Consider training members of staff in Level 1 Sign Language	SENDCo	December 2020	

To provide information in languages other than English for pupils, parents or visitors who may not have English as their first language	Access to translators or translations of written information should the need arise	BSO Admin	As required	All information accessible to people who have a language other than English as their first language
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- Progress made since last review:
 - All SEN paperwork and timescales adhere to statutory and local authority guidelines
 - Students and parents/carers provide their feedback and this is recorded as part of the EHCP reviews; views are also gathered for SEN K pupils who have a pupil passport
 - Child friendly documentation is implemented to record “students’ voices” and all EHCP pupils are invited to the reviews to contribute to the annual review
 - SEN K students play an active role in sharing their views on the pupil passport
 - All Teaching and Learning Assistants within the SEN department have completed a BSL Level 1 course