



## Accessibility Plan 2019-22

|                       |                         |                              |
|-----------------------|-------------------------|------------------------------|
| <b>Applicable to:</b> |                         | Astley Community High School |
|                       |                         | Seaton Sluice Middle School  |
|                       | ✓                       | Whytrig Middle School        |
| <b>Approval body:</b> | Pupil Support Committee |                              |

### Status:

|                                     |                             |
|-------------------------------------|-----------------------------|
| <b>Statutory policy or document</b> | Yes                         |
| <b>Review frequency</b>             | Governing Body to determine |
| <b>Approval by</b>                  | Governing Body to determine |

### Publication:

|   |     |
|---|-----|
| <b>Statutory requirement to publish on school website</b> | Yes |
| <b>Agreed to publish on school website</b>                | Yes |

### Review:

|                  |                        |
|------------------|------------------------|
| <b>Frequency</b> | <b>Next Review Due</b> |
| Annually         | September 2020         |

### 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                       |
|                       |                   |         |  |

## **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:
  - Curriculum tailored to the individual pupil's need
  - All staff aware of individual child's needs and how best to support them

| Objective  | Actions   | Owner  | Timescale      | Success criteria   |
|--|---|--|----------------|--|
| To review the curriculum to ensure it is accessible to all                               | Overview of curriculum  | Executive Headteacher<br>Head of School<br>SENDCo                | July 2020      | Each year group has been reviewed  |
|  | Audit each curriculum area against SEND   | Executive Headteacher<br>SENDCo                                  | July 2020      | Issues identified and gaps filled  |
|  | Amend/adjust discrepancies and relevant Schemes of Work                                       | Subject Leads  | July 2020      |  |
|  | Plan a budget for relevant resources if necessary   | Executive Headteacher<br>Business Manager<br>SENDCo              | July 2020      | Resources in place by July 2020  |
| 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<br>Leads for English<br>Leads for Maths<br>SENDCo | September 2020 | 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 2020   |  |
|  | Increase support staff training on specific intervention programmes                           | Head of School<br>SENDCo<br>CPD Budget Holder                    | July 2020      |  |
| To increase knowledge and confidence of teaching staff in differentiating the curriculum | Audit staff training needs  | Head of School<br>SENDCo   | January 2020   | Staff will feel more confident about meeting the individual needs of pupils and pupil participation will increase  |
|  | Research and employ best practice in differentiation  | Subject Leads<br>Heads of Faculty                                | July 2020      |  |

|   |   |                                   |               |  |
|---|---|-----------------------------------|---------------|--|
|   | Use expertise amongst staff to share good practice  | All staff                         | July 2020     | 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 2020  | 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                              | Subject Leads<br>Heads of Faculty | July 2020     |  |
|   | Use expertise amongst staff to share good practice  | All staff                         | July 2020     |  |
|   | 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 2020     | 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<br>SENDCo           | As required   |  |

- Progress made since last review:

- n/a

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:
  - Support in lessons of disabled children to ensure lessons are inclusive
  - Varied activities/sessions so all children can participate

| 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<br>BSO H&S and<br>Premises<br>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<br>SENDCo                                      | As required     | Access issues do not influence recruitment and retention                          |
| To maintain the environment of the Middle School area which is accessible to wheelchair users          | Ensure that areas which were altered to allow full wheelchair access are maintained to a high level                          | Head of School<br>BSO H&S and<br>Premises                     | Every half term | All areas of the school currently accessible remain so and remain well maintained |
|  | Monitor the use of the school by disabled pupils and put into place any plans from difficulties arising for wheelchair users | Head of School<br>BSO H&S and<br>Premises                     | Every half term |   |
| To consider ways to ensure other areas accessed by WMS students, are accessible to wheelchair users    | Consider the needs of wheelchair users to access areas such as ICT classrooms, main hall, PE block and swimming pool         | Head of School<br>Business Manager<br>BSO H&S and<br>Premises | November 2020   | Any redesign of building is accessible to all                                     |

|  |  |  |                  |  |
|--|--|--|------------------|--|
|  | Consider whether any redesign or alteration needs to take place  | Head of School<br>Business Manager<br>BSO H&S and<br>Premises        | November<br>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<br>BSO H&S and<br>Premises<br>SENDCo                  | November<br>2020 | All disabled members of the school community are safe in the event of an emergency |
|  | Ensure signage and emergency evacuation procedures are accessible to all staff, parents or governors visiting the school | Head of School<br>BSO H&S and<br>Premises<br>SENDCo<br>Fire Marshals | November<br>2020 |  |

- Progress made since last review:

- n/a

Improve the availability of accessible information to disabled pupils

- Strategies currently in place:
  - 1:1 support for disabled children
  - Classrooms are accessible for children with disabilities
  - Staff member available to escort pupils in lift when required

| 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<br>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 2020     | 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<br>BSO Admin         | As required   | Pupils, parents and visitors feel included and supported          |
|   | Consider training members of staff in Level 1 Sign Language  | SENDCo<br>CPD Budget Holder | 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 |
|---|--|-----------|-------------|---|

- Progress made since last review:
  - n/a