Accessibility Plan 2022-25

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	Autumn 2025

Version Control:

Author	Creation Date	Version	Status
Business Director (BW)	3 December 2022	0.1	Initial draft based on 2019-22 accessibility plan
Changed by	**Revision Date**		
Assistant Headteacher SEND & Disadvantaged ACHS/WMS (KL)	6 December 2022	0.2	Updated with 2022-25 objectives and actions
Business Director (BW)	20 December 2022	1.0	Final approved version for publication
SENDCo (DL)	21 November 2023	1.1	Annual progress update
Business Director (BW)	4 December 2023	2.0	Final approved version for publication
Business Director (BW)	17 October 2024	2.1	Annual progress update
Business Director (BW)	31 October 2024	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 consultation from relevant external professionals 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, referrals to relevant external services involving both education and health professionals and the use of the Quality First Teaching (QFT) model which allows the gathering of evidence to proceed with statutory assessment using Local Authority systems
  - Classrooms are accessible for children with disabilities
  - Staff members available to escort pupils in lift when required
  - 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 QFT in class
  - The SENDCo is qualified to undertake exam access arrangement assessments, thereby ensuring that all pupils eligible for access arrangements have been appropriately assessed
  - There has been increased support staff in lower sets for Maths and English, particularly in Year 9 and Year 10 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 QFT Strategies specific to ADHD and ASD; training to address these areas of need has been delivered to all staff
  - Some Teaching and Learning Assistants have had detailed training to support hearing impaired students, including how to use radio aids etc.
  - All Teaching and Learning Assistants have been given opportunities to access training which will support their role in ensuring that students can access learning
  - Access to bespoke intervention programmes, including Lexia, social skills, growth mindset and emotional resilience which all improve student access to the curriculum.
  - PASS assessments undertaken as appropriate for pupils with SEMH needs.
  - Support staff have been offered bespoke access to online training programmes, they have taken up and passed courses in the following:
    - pupil counselling
    - supporting mental health
    - ASD and ADHD
    - Behaviours that challenge
    - Building resilience
  - Student support plans adapted so that there is more clarity on recommendations for meeting needs
  - SENDCo has worked with individual staff members to ensure that SEND students have been able to access visits

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 2023	Each year group has been reviewed
	Audit each curriculum area against SEND	Executive Headteacher SENDCo	July 2023	Issues identified and gaps filled
	Amend/adjust discrepancies and relevant Schemes of Work	Heads of Faculty	July 2023	
	Plan a budget for relevant resources if necessary	Executive Headteacher Business Director SENDCo	July 2023	Resources in place by July 2023
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 Invest in resources and learning packages. e.g. Lexia to support bespoke literacy interventions.	Head of School Head of English Head of Maths SENDCo	September 2023	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 2023	
	Increase support staff training on specific intervention programmes	Head of School SENDCo	July 2023	
To increase knowledge and confidence of teaching staff in differentiating the curriculum	Audit staff training needs	Head of School Assistant Headteacher SEND & Disadvantaged SENDCo	Annually in the Autumn term to influence training day in January	Staff will feel more confident about meeting the individual needs of pupils and pupil participation will increase

	Research and employ best practice in adaptive teaching	Heads of Faculty	July 2023	
	Use expertise amongst staff to share good practice	All staff	July 2023	Staff see good practice and use it
	Ensure staff know their pupils well and are confident about their individual learning needs	All staff	November 2022	Information sheets are issued for staff to use in their planning; transition information is offered prior to middle school transition commencing
To increase teacher and support staff knowledge of the variety of preferred learning styles	Audit staff training needs	Head of School Assistant Headteacher SEND & Disadvantaged SENDCo	Annually in the Autumn term to influence training day in January	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 2023	
	Use expertise amongst staff to share good practice	All staff	July 2023	
	Ensure staff know their pupils well and are confident about their individual learning needs	All staff	November 2022	
To ensure all educational visits are accessible to all pupils	Develop guidance for staff on making trips accessible	Head of School SENDCo	July 2023	All pupils in school will be able to access all educational visits and take

	Ensure each new venue selected is vetted for appropriateness and any specific arrangements are feasible	Visit Leaders SENDCo	As required	part in a range of activities

● Progress made since last review:

    ○ Staff training needs identified through audit and identified needs of pupils

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:

  - 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.
  - 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
  - SENDCo works alongside Middle Schools to ensure transition is managed for disabled pupils, including access to the environment
  - Discussions with newly appointed Health and Safety and Technical Support Manager with regard to personal emergency evacuation plans

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 Business Manager - Data and Curriculum Support 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 ensure all disabled members of the school community can be safely	Put a Personal Emergency Evacuation Plan in place for all pupils and staff with difficulties	Head of School Business Manager - Data and Curriculum Support SENDCo	July 2023	All disabled members of the school community are safe in the event of an

evacuated in an emergency situation	Ensure signage and emergency evacuation procedures are accessible to all staff, parents, governors and visitors to the school	Head of School Business Manager - Data and Curriculum Support SENDCo Fire Marshals	February 2023	emergency

- Progress made since last review:

  - Updated manual handling training carried out for staff in September 2024
  - Individual risk assessments of pupils with physical disabilities

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
  ○ All SEND 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 SEND department have completed a BSL Level 1 course
  ○ SENDCo has had communication with the Local Authority in regard to capturing pupil voice in regard to EHCP processes
  ○ Simplified Individual Education Plans that students are involved in

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	Administration Manager	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	Administration Manager Partnerships and Marketing Officer	April 2023	
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	All staff	As required	

	formats			
To ensure annual review information is accessible to pupils	Develop child friendly documentation to capture the 'voice' of all SEN pupils	SENDCo	July 2023	Pupils feel fully involved in their review processes
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	Administration Manager	As required	All information accessible to people who have a language other than English as their first language

- Progress made since last review:

    - Newly appointed EAL lead to support pupils
    - LSAs trained to support Hearing Impaired pupils
    - Increased communication and support between school and LINT team