



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 & SENDCo SSMS (JE)	8 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 (CT)	23 November 2023	1.1	Annual progress update
Business Director (BW)	4 December 2023	2.0	Final approved version for publication
SENDCo (CT)	2 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:
 - Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children
 - We aim to meet every child's needs within mostly mixed ability (with some setting where appropriate), inclusive classes
 - All educational visits to be accessible to all
 - All pupils in school have had opportunities to access educational visits, financial support and additional resources have been made available to ensure all pupils can access trips
 - Heads of Year appointed to give all year groups additional support and give teachers additional information and context to allow them to meet individual needs
 - Staff given CPD opportunities around SEND during the January training day including Quality First Teaching
 - Success at Arithmetic and pre teaching for identified groups in Y6 Maths taking place regularly throughout the year
 - Toe by toe and reciprocal reading interventions taking place for identified pupils
 - Read Write Inc implemented for identified Year 5 pupils
 - Book review of all curriculum subjects identified differentiated teaching is happening in all subject areas
 - Programme of SEN training in place at SSMS for both teaching and support staff to support learners in the classroom. In the autumn term 2023 staff will have had training sessions on developmental language disorder, attachment disorder, visual impairment and dyslexia
 - Investment in additional ICT technology including chromebooks and C-Pens
 - Support staff have attended a Read Write Inc course

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	Subject Leads	July 2023	
	Plan a budget for relevant resources if necessary	Executive Headteacher Business Director	July 2023	Resources in place by July 2023

		SENDCo		
To offer high quality interventions in English and Maths for pupils with SEND	Increase the level of support in all lower sets in English and Maths	SENDCo	January 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
	Reduce class sizes and maintain the proportion of English and Maths teaching on the timetable	Head of School Literacy Lead Numeracy Lead SENDCo	September 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 SENDCo	January 2023	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	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 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 2023	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	July 2023	
	Use expertise amongst staff to share good practice	All staff	July 2023	
	Ensure staff know	All staff	November	

	their pupils well and are confident about their individual learning needs		2020	
To ensure all educational visits are accessible to all pupils	Develop guidance for staff on making trips accessible	Head of School	July 2023	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:
 - All staff have been involved in the following training sessions:
 - Delayed Language development
 - Toucan Dyslexia Training
 - Support for Vision Impaired children
 - Attachment disorder training
 - SENDCo and TA's have had training on Emotional literacy and CBT
 - A number of SEND children went on two arranged physical activity events arranged by external provisions

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, supported and shared with staff
 - Varied activities/sessions so all children can participate
 - All success criteria in place but ongoing
 - Former site manager’s bungalow fully refurbished to provide a dedicated SEN area that includes a sensory room with equipment to help children regulate, an intervention classroom, a space for quiet time and an accessible toilet and shower area
 - New mobile classroom installed with accessible toilet
 - Year 5 toilets fully refurbished with accessible toilet
 - Wheelchair accessible automated external doors installed to allow easy access from the school yard into the main building
 - Improved outdoor educational opportunities resulting from a grant awarded for some raised beds, a greenhouse and outside play area for our SEN and vulnerable children
 - SEN area, mobile classroom and main school are all wheelchair accessible, ensuring easy access to toilet and shower facilities

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 maintain accessibility for wheelchair users	Ensure that areas which were altered to allow full wheelchair access are maintained to a high level	Head of School Business Manager - Data and Curriculum Support	Every half term	All areas of the school currently accessible remain so and remain well maintained
	Monitor the use of the school by	Head of School Business Manager	Every half term	

	disabled pupils and put into place any plans from difficulties arising for wheelchair users	- Data and Curriculum Support		
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 Business Manager - Data and Curriculum Support SENDCo	July 2023	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 Business Manager - Data and Curriculum Support SENDCo Fire Marshals	July 2023	

- Progress made since last review:
 - We have a fully functional hygiene room with a changing bed and hoist, including washbasin and toilet to cater for specific physical disabilities which require these facilities.

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
 - All SEN/LAC pupils involved in their review process
 - Currently no EAL in school
 - Pupils, parents and visitors included and supported through all review processes
 - Communication with the SENDCo is directly available and parents are also able to contact the school through the SEN Support Officer
 - All information is shared on the federation’s website and made available during transfer days and parents meetings
 - Key workers allocated to EHCP children and high need SEN to ensure they have individuals that can act as their advocate as well as be another point of contact for themselves and their parents/guardians

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	July 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 formats	All staff	As required	
To ensure annual review information is accessible to	Develop child friendly documentation	SENDCo	July 2023	Pupils feel fully involved in their review

pupils				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 Administration Manager	As required	Pupils, parents and visitors feel included and supported
	Maintain the Level 2 Sign Language qualification of one member of staff	SENDCo	July 2023	
	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	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:
 - Staff training on specific learning difficulties (dyslexia and delayed language disorder) to support a better understanding on how to support individuals