



## 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 2024

### 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 (JT)	27 November 2023	1.1	Annual progress update
Business Director (BW)	4 December 2023	2.0	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 the 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.
  - There has been increased support staff in classes where there are a high proportion of SEN Learners; 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 and the Zones of Regulation; training to address these areas of need has been delivered to all staff and the Zones of Regulation are implemented in classrooms, particularly the Year 5 and 6

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 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	Head of School Leads for English Leads for 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
	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 CPD Budget Holder	January 2023	students nationally
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	Subject Leads 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
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	Subject Leads Heads of Faculty	July 2023	
	Use expertise amongst staff to share good practice	All staff	July 2023	
	Ensure staff know their pupils well	All staff	November 2022	

	and are confident about their individual learning needs			
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:

- Review of the curriculum undergoing, with a current focus on KS2 currently to ensure interlinking areas within separate subjects
- Additional interventions to support lower attaining pupils in Maths and English underway, and are reviewed on a half-termly basis with support from subject teachers of individual pupils
- Staff training around adaptive teaching methods to support all pupils access the curriculum
- Training arranged for January training day to further develop efficient deployment of support staff in lessons
- All staff organising educational visits carry out research and pre-visits prior to booking to ensure site is fully accessible for all pupils
- Fortnightly meetings with support staff carried out to ensure all staff are fully updated on the needs of pupils and how best to support
- Termly reviews of all SEN paperwork carried out by teaching and support staff, facilitated by SENDCo

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

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 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 Business Manager - Data and Curriculum Support	July 2023	All areas of the school currently accessible remain so and remain well maintained
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 Business Director Business Manager - Data and Curriculum Support	July 2023	Any redesign of building is accessible to all
	Consider whether any redesign or	Head of School Business Director	July 2023	

	alteration needs to take place	Business Manager - 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, governors and visitors to the school	Head of School Business Manager - Data and Curriculum Support SENDCo Fire Marshals	July 2023	

- Progress made since last review:

- Physical adaptations of the school completed, including fully fitted accessible bathroom with ceiling track hoist, changing table and toilet seat
- All necessary staff manual handling training completed in September 2023
- Practice of emergency evacuation carried out to ensure staff and pupil(s) understand and can carry out the necessary evacuation procedures
- Appropriate evacuation signage is in all classrooms
- Frequent liaison and communication between outside agencies to ensure the environment continues to be fully accessible for pupils with physical disabilities

## Improve the availability of accessible information to disabled pupils

- Strategies currently in place:
  - 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 pupils play an active role in sharing their views on the pupil passport
  - Staff working with hearing impaired students have undertaken Level 1 training to offer best support for children with sensory impairments
  - For EAL students, there is access to translation support from the local authority HINT services.

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	Develop child friendly documentation	SENDCo	July 2023	Pupils feel fully involved in their



accessible to pupils				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 Administration Manager	As required	Pupils, parents and visitors feel included and supported
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:

- All annual reviews of pupils with EHCPs are carried out at least annually
- Parents and pupils are given opportunities to attend meetings and share their views
- Pupil views gathered for EHCP reviews are done so with a trusted adult within school, to ensure the pupil fully understands
- Documents used are child friendly using appropriate visuals and language
- Regular communication with LINT (Low incidence need team) to support pupils with hearing/ visual impairments
- Frequent liaison with the EAL team to support pupils (and parents) who do not have English as their first language