



Accessibility Plan 2022-25

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

Status:

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

Publication:

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

Review:

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| Annually | Autumn 2025 |

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| Author | Creation Date | Version | Status |
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| 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 |
| SENDCo (JT) | 16 October 2024 | 2.1 | Annual progress update |
| Business Director (BW) | 31 October 2024 | 3.0 | Final approved version for publication |
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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
 - 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

| Objective | Actions | Owner | Timescale | Success criteria |
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| 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 | |

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| | 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 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 CPD Budget Holder | January 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 | 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 | Audit staff training needs | Head of School Assistant Headteacher SEND & Disadvantaged SENDCo | Annually in the Autumn term to influence training | Staff will be more able to meet the individual needs of their pupils and pupils will |

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| learning styles | | | day in January | 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 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 | 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:
 - Full curriculum review of KS2 which has been adapted to be inclusive to all pupils
 - Improved communication between WMS and feeder schools to ensure all staff know pupils and are confident about their individual learning needs
 - 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
 - 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

| Objective | Actions | Owner | Timescale | Success criteria |
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| 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 | Consider the needs of wheelchair users | Head of School Business Director Business Manager - Data and | July 2023 | Any redesign of building is accessible to all |

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| WMS students, are accessible to wheelchair users | to access areas such as ICT classrooms, main hall, PE block and swimming pool | Curriculum Support | | |
| | Consider whether any redesign or alteration needs to take place | Head of School Business Director Business Manager - Data and Curriculum Support | July 2023 | |
| 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:
 - Updated manual handling training carried out for staff in September 2024
 - Individual risk assessments of pupils with physical disabilities
 - Individual evacuation plan of pupil identified where required

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
 - 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

| Objective | Actions | Owner | Timescale | Success criteria |
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| 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 | All staff | As | |

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| | documentation states that if requested it can be provided in alternative formats | | required | |
| To ensure annual review information is accessible to pupils | Develop child friendly documentation | SENDCo | July 2023 | 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 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:
 - Newly appointed EAL lead to support pupils
 - LSAs trained to support Hearing Impaired pupils
 - Increased communication and support between school and LINT team