



Accessibility Strategy

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

Status:

Statutory policy or document	No
Review frequency	Governing Body to determine
Approval by	Governing Body to determine

Publication:

Statutory requirement to publish on school website	No
Agreed to publish on school website	Yes

Review:

Frequency	Next Review Due
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Author	Creation Date	Version	Status
Assistant Head - Inclusion (AD)	26 January 2016	1.0	Final version for publication
Changed by	Revision Date		
Business Manager (BW)	29 November 2018	1.1	Full review and changes to formatting
Business Manager (BW)	21 December 2018	1.2	Removed references to Statement of Special Education Needs
Business Manager (BW)	1 February 2019	2.0	Final approved version for publication
Business Manager (BW)	28 January 2020	2.1	Annual review; no changes required
Business Manager (BW)	3 February 2020	3.0	Final approved version for publication
Assistant Head - SEND & Disadvantaged ACHS/WMS (KL)	8 June 2021	3.1	Full review including changes to outdated terminology
Business Manager (BW)	28 September 2021	4.0	Final approved version for publication

1 Introduction

- 1.1 The Equality Act 2010 came into force on 1 October 2010 and replaced all existing legislation, including the Disability Discrimination Act (DDA). The effect of the law is that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity”.
- 1.2 Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Ultimately as schools we must:
 - carry out accessibility planning, removing barriers for disabled pupils;
 - increase the extent to which disabled pupils can participate and achieve in the curriculum, including staff development where necessary;
 - improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
 - improve the availability of accessible information to disabled pupils.
- 1.3 Schools also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the School Development Plan or SEND Information Report.
- 1.4 It is a requirement that each school’s accessibility plan is resourced, implemented, reviewed and revised as necessary.

2 Identification and Context

- 2.1 Each of the federation’s schools keeps a register of pupils with an Education and Health Care Plan (EHCP - SEND Code of Practice 2014), as well as those who are at the SEN Support stage of the 2014 Code of Practice.
- 2.2 We follow a graduated approach to identifying SEND, providing appropriate provision, and then monitoring and reviewing progress. Through assessment and screening, we aim to identify learning difficulties, and through collaboration between individual teachers, subject departments and the SEND department, put appropriate interventions in place, if necessary.
- 2.3 The four areas specified in the SEND Code of Practice are:
 - Communication and Interaction - includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD)
 - Cognition and Learning - includes moderate learning difficulties (MLD); severe learning difficulties (SLP) and specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia
 - Social, Emotional and Mental Health Needs - includes ADHD
 - Sensory and/or Physical Needs - includes physical disability (PD), vision impairment (VI), hearing impairment (HI) and sensory processing disorder
- 2.4 In line with the Code of Practice (2014), a child has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

2.5 The progress of all pupils who are on the SEND register is monitored at least termly. All children with an EHCP - and their progress - will continue to be monitored and evaluated annually through the SEND annual review process, in addition to internal monitoring of progress, at least termly.

2.6 Quality First teaching, which is differentiated and personalised, will meet the individual needs of the majority of children and young people. However, some children and young people will need educational provision that is additional to or different from this: this is special educational provision under section 21 of the Children and Families Act 2014.

3 Views of those consulted during the development of each Accessibility Plan

3.1 Much of the consultation process is an ongoing process reflected in the good practice shown across the federation. In addition:

- each school's Accessibility Plan involved consultation with the Senior Leadership Team and governors
- our wide range and number of SEND pupils has given us access to parental/pupil views via the Annual Review system and meetings for pupils at the SEN Support stage
- visits to the school by external agencies have assisted with reviewing the existing framework
- transfer meetings across schools for disabled pupils have assisted in reviewing policies and provision
- local authority audits and feedback have influenced development

4 Monitoring of Progress

4.1 We already closely track the progress of all student groups and we use this to evaluate our strengths and weaknesses in addressing needs. Evaluation of this is commonly based on:

- attendance data
- behaviour/reward data
- academic success
- exam/test success
- ability to participate in the life of the school and uptake of this
- ability to access individual needs, such as medication
- post-16 placements
- parental evaluation, which is obtained through a number of avenues

4.2 CPD is linked to training needs identified through staff appraisals and monitoring of teaching and learning over time, as well as the monitoring of SEND pupil profiles and annual reviews.

5 Priorities

5.1 The main priorities in the Accessibility Plans are:

- increasing the extent to which disabled pupils can participate in the school curriculum
- ensuring maximum achievement
- removing physical and institutional barriers
- improving access to information

5.2 Work already undertaken on the above priorities includes:

- intervention programmes delivered by staff trained in specific areas of need
- training for Teaching and Learning Assistants from the High Incidence Needs Team (HINT) in order to improve student access to learning in all areas of the curriculum
- exam concessions are coordinated by the SEND team to allow students maximum access to their entitlement
- monitoring of students' attendance and behaviour by the Senior Leadership Team, to identify where these are affecting curricular access and progress and implement appropriate intervention programmes where necessary

5.3 Steps taken to improve the physical environment of the schools include:

- disabled parking and access to each school
- accessible toilets in the main school buildings
- lift access from the library to the first floor at ACHS
- wheelchair access to most areas

5.4 Delivery of information to SEND students that is provided in writing for students who are not disabled is supported by:

- putting examination concessions into place
- staff being made aware of students' needs via Pupil Profiles and other relevant documents

6 Reviewing the Accessibility Plans

6.1 The Inclusion Link Governor is responsible for reviewing the Accessibility Plans annually with each SENDCo and reports back to relevant committees. The Plans will also be reviewed annually as part of each school's Self Evaluation Form (SEF).

6.2 Each school will maintain a three year accessibility grid covering curriculum, physical and written information accessibility.

6.3 Physical access to each school and its environment is planned via the Resources Committee.

6.4 The Inclusion Link Governor, SENDCos, Business Manager and Executive Headteacher will also ensure ongoing compliance.

7 Availability

7.1 The Accessibility Plans are available via the federation's website, or upon specific request in a hard copy or alternative format.