



TOTTINGTON
HIGH SCHOOL

Accessibility Plan

Updated	March 2026
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SLT responsible	L Jaunbocus-Cooper (Interim Headteacher)



Accessibility Plan

Introduction

This plan sets out how Tottington High School ensures that all students are able to access an excellent educational experience, so that all students can work together to broaden their horizons, exceed aspirations and achieves their full potential.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

The aims of our plan are to:

- Increase the extent to which disabled students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students.

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Ensuring the school is aware of those with disabilities.

Students: During the transition process (whether this is from primary to secondary school, or as an In Year Transfer), parents and carers will complete an admission form, where they will be asked to state whether their child has any medical needs, SEND needs or disabilities. If a student becomes disabled at a later point in their educational journey, parents and carers are asked to inform their child's Director of Progress.

Staff: When applying for jobs at Tottington High School, as part of the application process, applicants are asked to state whether they have a disability or not. If successful, as part of our pre-employment processes, staff will again be asked whether they have any medical or disability needs. If at a point other than joining the school that a member of staff becomes disabled, they should inform the Headteacher at the earliest opportunity.

Parents and Carers: If a parent or carer is disabled and requires additional support to be able to access school events and communications (such as newsletters or parents' and carers' evenings), they should inform the Assistant Headteacher (SENDCo).

Where the school is aware that a person within our community is disabled, the school will make reasonable adjustments to support the person. This may include:

- Use of lifts and ramps
- Exams Access Arrangements
- Use of sign language interpreters
- Dyslexia-friendly strategies
- Changes to seating plans and arrangements
- Access to Visual and Hearing Impairment support

Actions taken to address the aims of the Accessibility Plan

The actions that the school takes to address the aims of this plan are detailed below, split into sections for each of the plan's aims:

- **Aim 1:** To ensure that all students have access to a balanced and accessible curriculum
- **Aim 2:** Continue to make improvements the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- **Aim 3:** To ensure that all information is accessible to disabled students, and that all suitable Exam Access Arrangements are in place.

Actions taken to address Aim 1

To ensure that all students have access to a balanced and accessible curriculum

Target	Action(s) to be taken	Intended outcome(s)
<p>Continue to raise awareness of the needs of students with disabilities</p>	<p>SENDCo to ensure that where additional strategies are required to support students with disabilities, these are communicated clearly and in an easy-to-use format for staff. SENDCo to consistently review information shared to ensure this is accurate and detailed for class teachers to utilise.</p> <p>SENDCo to share weekly updates on referrals and individual students in staff briefings and Provision map – Round robins</p> <p>SENDCo to ensure that staff are appropriately trained in using this information to ensure needs of students are met. Regular training to be provided to whole school staff, including INSET days and staff meetings.</p>	<p>All staff are fully aware of the students on the SEND register, their needs and are able to meet the needs of students across all elements of school life</p> <p>All staff read Pupil Passports for students with EHCP and complete their I Know My Class documents</p> <p>Staff are confident in their knowledge and understanding, to meet the needs of all SEND students.</p>
<p>All students have access to a broad and balanced curriculum</p>	<p>All students will take part in all areas of the curriculum at a level appropriate to their age. Lessons will be adapted to support accessibility, for example, through the use of larger print, technology or scaffolding.</p> <p>Reasonable adaptations to physical activities, such as PE lessons, will be made to promote engagement within the curriculum.</p> <p>Advice and support sought where necessary from external agencies to gain advice or support staff training</p>	<p>All students participate in a broad and balanced curriculum and make excellent progress as a result of having needs met in the classroom</p>
<p>Where parents and carers have a disability, they are</p>	<p>Where communication is shared with families around</p>	<p>Parents and carers with disabilities are well supported</p>

supported to support their child's learning	<p>opportunities to receive feedback about their child's educational performance (for example, Parents' and Carers' Evenings), all communication will include details as to how to access any necessary support (for example, Sign Language Interpreters). The school will commit to fund any additional support required at these events.</p> <p>The School will collate information when received about parent and carer disabilities to improve the speed of future support. This includes ensuring suitable arrangements for parent evenings and school events e.g. shows, to ensure parents are fully included in their child's education.</p>	to ensure they can support their child(ren)'s learning at home and support the vision, values and ethos of the school
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Actions taken to address Aim 2

Continue to make improvements the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.

Target	Action(s) to be taken	Intended outcome(s)
Ensure that the school site is accessible to all within our community and that all can access all facilities across the site (for example through the use of adjustable tables, lifts, ramps and ensuring wheelchair access across the site, including evacuation in the event of an emergency)	<p>Continue to regularly review the site (at least half termly) to ensure that it continues to be accessible.</p> <p>Regular, scheduled checks of accessible tools (for example, lifts) with follow up actions where required.</p> <p>Reasonable adjustments to school practices to ensure anyone with a disability can fully access the physical school environment (for example, permitted access through the external gates of school).</p> <p>Close liaison with the Shaw Education Trust to submit SCA Funding Bids to continually improve the accessibility of the site.</p>	All members of the community can access the site easily allowing them to benefit from the school's facilities

<p>Digital strategy improves access to education and home learning for students with disabilities</p>	<p>Continue to research new software and technology, to improve the access to information and teaching.</p> <p>Teachers to continue to receive CPD on the use of apps, such as Socrative and Explain Everything, to promote modelling and retrieval of information for all students.</p> <p>School to implement and embedded the use of reader software to ensure information is accessible to students.</p>	<p>Students can access learning without any barriers through the smart and effective use of technology</p>
<p>The voice of students with SEND needs and disabilities is regularly heard and directly impacts the continual improvement of the school environment</p>	<p>SENDCo to ensure that (at least termly) student focus groups are held that allow students to share any concerns in relation to the accessibility of the school and necessary improvements in the environment. Feedback to be shared at SLT meetings and actions to be agreed and shared with students</p>	<p>Students feel valued and that their voices are heard in continuing to improve the school environment.</p> <p>The school fully understands the barriers facing those with disabilities and can act accordingly</p>

Actions taken to address Aim 3

To ensure that all information is accessible to disabled students, and that all suitable Access Arrangements are in place.

Target	Action(s) to be taken	Intended outcome(s)
<p>Digital strategy improves access to education and home learning for students with disabilities and ensures that students are easily able to access information (including about their learning and enrichment opportunities)</p>	<p>Continue to research new software and technology, to improve the access to information and teaching.</p> <p>Teachers and Teaching Assistants to continue to receive CPD on the use of apps, to promote modelling and retrieval of information for all students.</p> <p>School to implement and embedded the use of reader software, to ensure information is accessible to students.</p>	<p>Students can access learning and information without any barriers through the smart and effective use of technology</p>

<p>Where required, all students with SEND needs and disabilities have appropriate normal ways of working and Exams Access Arrangements to ensure they receive all examination and assessment information in appropriate forms</p>	<p>SENDCo to oversee the process for identifying, sharing and quality assuring the consistent implementation of normal ways of working and Exams Access Arrangements</p> <p>SENDCo to ensure that all JCQ and other appropriate body information and requirements are upheld and always enacted</p>	<p>Students who require additional support are identified early in their school careers at Tottington High School and therefore receive all appropriate and approved support during examinations and assessments. Tottington upheld JCQ regulations for all access arrangements.</p>
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