

Accessibility Plan Tottington High School August 2019 – July 2022

At Tottington High School, we are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Tottington High School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as others. This covers teaching, learning and the wider curriculum of the school. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

Aspect	Target	Activity	Outcome	Time frame
Physical Environment	Improve toilet facilities across the whole school to create wider more accessible spaces with more effective lighting.	Refurbish pupil toilets in the main school building and the disabled toilet in the Lofthouse building	Pupil toilets are fully accessible, safer and cleaner	July 2019-October 2019
Physical Environment	Maintain the disabled parking spaces at the front of school so that access is facilitated for visitors	Complete any necessary repainting of the disabled space marking so that the space remains clearly identified. Prune trees at the front of school so that maximum space capacity is maintained.	Disabled parking space clearly marked and maintained providing ease of access.	Annually within the programme of works.
Physical Environment	Improve the environment in the main school building so that it is brighter and signage is clearer and easier to read.	Fully paint and re-sign all rooms within the main school building.	Main school building is brighter and signage is easier to read.	July – August 2019

Aspect	Target	Activity	Outcome	Time frame
Physical Environment	Improve the access to, and environment of the Lofthouse building.	Completely refurbish the Lofthouse building creating better access and classrooms fit for purpose in meeting the needs of all pupils.	The Taylor building accessibility is enhanced and provides a much-improved learning environment for all pupils, including pupils with disabilities.	July – November 2019
Physical Environment	Refurbish the Taylor Building Facility so that access to the building is easier and the learning environment is improved for all pupils and especially those with disabilities.	Complete a full refurbishment of the Taylor building to include improving access, doors, lighting of spaces.	The Taylor building accessibility is enhanced and provides a much-improved learning environment for all pupils, including pupils with disabilities.	July-October 2020.
Physical environment	Improve the access to the front of school.	Refurbish the school visitor reception area with ramp access, automatic doors and ample space for wheelchair users.	The visitor reception area is larger and easier to access; wheelchair access to this area of school is facilitated.	January 2021- January 2022

Aspect	Target	Activity	Outcome	Time frame
Physical Environment	Develop the sports hall to enable greater access for those with mobility issues.	Install a DDA complaint ramp at the entrance to allow wheelchair access; install automatic doors to allow ease of entry.	Sports hall fully accessible and DDA compliant.	To be completed by summer 2021
Physical Environment	To develop the accessibility of the site for pupils and staff with mobility issues.	Re-scope the steps and develop into a series of ramps to provide greater ease of access.	The schools site is accessible to all pupils with mobility issues.	Completed by summer 2022.
Physical Environment	Improve the computer access facility in particular for pupils with Irlens syndrome.	Purchase a range of screen overlays in different colours as appropriate to fit a range of screens.	Computer access for pupils with Irlens syndrome is supported.	By July 2020
Access to the Curriculum	Ensure that all staff are fully equipped with the information about how to support the needs of pupils with disabilities	Provide staff with easily accessible information about how to support pupils to access the curriculum.	Teachers and support staff are clear about how to support the needs of disabled pupils effectively.	September 2019 and ongoing through regular update of information.

Aspect	Target	Activity	Outcome	Time frame
Access to the Curriculum	Ensure that the curriculum is accessible to all pupils and: a. is matched to student need b. is sufficiently broad and challenging c. has clear 'end' points and outcome foci for the end of KS4 (qualifications) d. reduces exclusions	Refine the 'Hub' curriculum provision to ensure that it: a. is matched to student need b. is sufficiently broad and challenging c. has clear 'end' points and outcome foci for the end of KS4 (qualifications)	All pupils can access curriculum; curriculum meets individual needs. All curriculum subjects in the hub are taught to a high standard and differentiated to meet all learners' needs. Appropriate qualifications taken by all KS4 pupils.	September 2019-July 2020
Access to the curriculum	Improve access to the curriculum and enhance levels of success for pupils with SEMH needs.	Develop the Hub / Laurels provision for SEMH students by ensuring that: •Building developments in the Laurels are fit for purpose. •The curriculum is bespoke. •Behaviour policy relevant for this group of students •Staffing and staff training is in place	New provision is established; staffing and curriculum are in place. Cohort identified; provision meets the needs of cohort more effectively.	January 2020 – August 2020

Aspect	Target	Activity	Outcome	Time frame
Access to the curriculum	Ensure all teachers are able to fully meet the needs of disabled children with regard to accessing the curriculum.	Train teachers on differentiating the curriculum to effectively meet the needs of pupils and the effective deployment of TAs. Monitor the impact of training and provide additional input and support as necessary.	Teachers are able to meet the needs of disabled pupils within their lessons; they tailor activities effectively and make appropriate use of teaching assistants.	March 2020-July 2020
Access to Information	Ensure that all parents, pupils and staff are able to access necessary information in an accessible form to them.	Provide material in a range of formats and on request in the preferred format of the parent. Ensure that language used is clear, free of jargon and easy to understand.	All stakeholders in the school are able to access the information that they need to fully participate in the life of the school.	January 2020 and ongoing.

The accessibility plan should be read in conjunction with the following documents:

- Curriculum documentation
- Health and safety and building compliance checks; self-evaluation of H+S procedures.
- Equality objectives
- Special Educational needs policy and information report.
- School improvement plan / Rapid Action Plan.
- Teaching and learning documentation.