

# POYNTON HIGH SCHOOL

## ACCESSIBILITY PLAN



DRAFT

**Approved by:** David Waugh

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## 1. Aims

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 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 students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The school's ambition for its disabled staff and students is that they have equality of opportunity to experience the full life of the school including access to briefings, meetings, the full curriculum, extracurricular activities and participation in social events.

Parents are asked about accessibility issues when attending the Year 6 information evening and sometimes earlier if the opportunity arises.

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 as part of The True Learning Partnership.

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

## 2. Legislation and guidance

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 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.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Plans to Improve	Person responsible
To support access to external exams for students with a disability in accordance with JCQ stipulations	Appropriate access arrangements are in place. In years 7 and 9 screening takes place and testing follows.		Managed by SENCO/ SLT
	Communication of students' needs and OFT strategies through a focus plan.	Communication plans will be put in place to ensure all teaching staff are aware of strategies.	SENCO
	Development of inclusive PE and sports curriculum.	This will be further developed dependent on need of individual. External sporting activities arranged.	Managed by Class teacher and Director of Learning SENCO
	Our school offers a differentiated curriculum for all students.		Provision / facilitation of physio and OT support
	Most downstairs curriculum areas	Room changes are	Managed by SENCO/

	<p>are wheelchair accessible.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p>	<p>made to ensure access for all. Consider options for access to upstairs classrooms.</p>	<p>Director of Learning Curriculum / Head of Year</p> <p>Managed by SENCO</p> <p>Managed by SENCO</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities. Ensure all staff receive hoist and manual handling training</li> <li>• Movement through school with assistance</li> <li>• Specialist medical room to facilitate toileting and physio needs</li> </ul>	<p>Ramps outside PE need to be updated</p> <p>All staff who use the hoist have received manual handling training and this will be updated as needed.</p> <p>Designated Learning Support staff assist.</p> <p>Renovation of room completed August 2018. The use of the room will be reviewed in 2018-19.</p>	<p>Initial assessment carried out by SENCO team with advice from outside agencies</p>

	<ul style="list-style-type: none"> <li>• High visibility paint used is hazardous areas</li> </ul>	Additional yellow lines used to define areas of potential risk. Repainting of relevant areas as needed.	
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Improvement of technology with access to specialist programmes for students with disabilities.</li> <li>• Large print resources</li> <li>• Coloured resources</li> <li>• Pictorial or symbolic representations</li> </ul>	We will consider how new technologies can assist new ways of learning	SLT/ SENCO/ Site team

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

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