



Neston High School Accessibility Plan

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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 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Neston High School, we celebrate the fact that all children are different and have diverse learning needs and we make sure we tailor learning opportunities to meet the needs of individual children. We are proud to offer an access policy that supports the needs of all children at Neston High School.

The policy 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.

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.

We have included a range of stakeholders in the development of this accessibility plan including students, parents, staff and Trustees of the school along with a range of multi-agency professionals.

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 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.

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

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	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils, which is taught by teachers who have a secure knowledge of QFT strategies to support young people with SEND.</i></p>	<p>To ensure progress and attainment is to expectation and beyond, adapting the curriculum to meet the needs of the whole school populace including those with SEND.</p>	<p>1. Analyse 'Access Test' data, track data and adjust curriculum offer as appropriate dependent on the identified needs within each new cohort.</p> <p>2. Regular examination of the needs of the current school population to take into account the young people who have joined us as in-year transfers.</p> <p>3. Liaison with current/primary school and parents, regarding reasonable adjustments a pupil may require in relation to accessing the school/curriculum.</p> <p>4. Annual review of the SEND Information Report and SEND Policy. Introduction of these to staff through the 'Staff -Student Services Information Pack.'</p> <p>5. Guidance for staff on</p>	<p>SLT</p> <p>FNI</p> <p>INCLUSION TEAM</p> <p>FNI</p> <p>INCLUSION</p>	<p>Annually</p> <p>As necessary</p> <p>Annually</p> <p>Annually</p> <p>As</p>	<p>Students make expected progress with an aim to exceeding targets set.</p> <p>Staff are made aware of the needs of pupils with SEND via the SEND register and <i>My Learning Guides</i> (pupil profiles) and use QFT strategies.</p> <p>Pupils' needs are assessed before they start at Neston High School with regard to accessing the curriculum and parents input is recognised.</p> <p>Raise and maintain staff awareness of SEND needs for the current cohort.</p> <p>Staff empowered to</p>

			<p>strategies for helping pupils with SEND and familiarisation with QFT guidelines on Teaching, Planning and Assessing the curriculum for pupils with SEND. <i>My Learning Guides</i> used to disseminate most up-to-date strategies.</p> <p>6. Include an induction programme for new staff SEND awareness and strategies for meeting the needs of SEND students.</p> <p>7. Conduct regular whole staff training sessions to ensure all staff are adhering to the expectations of the SEND Code of Practice 2015.</p> <p>8. Ensure there is a robust process for identifying SEMH issues and a robust support system for students with these needs.</p>	<p>TEAM</p> <p>FNI</p> <p>FNI/INCLUSION TEAM</p> <p>INCLUSION TEAM</p>	<p>necessary</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>meet the requirements of SEND pupils with regards to accessing the curriculum, through targeted and differentiated QFT.</p> <p>Increased knowledge of SEND students and QFT strategies employed in lessons.</p> <p>Staff take responsibility for the teaching and learning of SEND students in their lessons and ensure students make progress and attain in line with or exceeding expectations.</p> <p>Increased well-being across the student cohort.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> 	<p>TPH</p>				

	<ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 					
Improve the delivery of information to pupils 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"> • Internal signage • Large print resources • Magnifiers • Ipads • Induction loops • Pictorial or symbolic representations • Overlays • Writing slants 	To ensure progress and attainment is made to expectation and beyond, through ensuring up-to-date and bespoke communications are available, meeting the needs of the whole school populace including those with SEND.	<ol style="list-style-type: none"> 1. Advice and training for staff on the use of technology and aids in order to ensure access to the environment and curriculum for pupils with SEND. 2. Curriculum materials to be produced in different formats (large print, audio, visual) as necessary for pupils with SEND. 3. Prospectus, Open Day, Information Evening documentation to be made available in alternative formats, (large print, audio, visual) as necessary for pupils with SEND. 4. Lesson materials, resources and equipment to be user friendly for pupils with SEND according to individualised needs. 	<p>FNI/MULTI-AGENCY PROFESSIONALS</p> <p>CURRICULUM LEADERS</p> <p>SLT</p> <p>FNI/TEACHING STAFF</p>	<p>As necessary</p> <p>As necessary</p> <p>As necessary</p> <p>As necessary</p>	<p>Staff confidently use a range of technology/aids to ensure QFT and learning for students with SEND</p> <p>Students make progress and attain in line with or exceeding expectations.</p> <p>Students comfortably access information evenings and can use the shared materials effectively.</p> <p>Students can comfortably access lesson materials complete all lesson objectives and make progress and attain in</p>

			Written materials to be available in formats (large print, audio, visual) or aids such as overlays, writing slants and magnifiers etc. to be made available as necessary for pupils with SEND.			line with or exceeding expectations.
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Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				
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4. Monitoring arrangements

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

It will be approved by The Board of Trustees.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Name of Policy	Accessibility Plan
Reviewed on	7 th February 2018
Committee Responsible	Board of Trustees
Equality Impact Assessments	7 th February 2018
Date of next planned review	Spring 2021

