



# NESTON HIGH SCHOOL

## Accessibility Plan

Policy owners/leads:	FNI
Notes:	
Statutory:	Yes
Website:	Yes
Review period:	2 Years

Date	Action	Comments / Follow Up
Oct 2020	Policy adopted	Next review: Oct 2022



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# 1. Policy Aims

- 1.1 Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
  - 1.1.1 Increase the extent to which disabled students can participate in the curriculum
  - 1.1.2 Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
  - 1.1.3 Improve the availability of accessible information to disabled students
- 1.2 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.
- 1.3 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.
- 1.4 The policy will be made available online on the school website, and paper copies are available upon request.
- 1.5 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.6 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.
- 1.7 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

- 2.1 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](#).
- 2.2 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.
- 2.3 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.
- 2.4 Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 2.5 This policy complies with our funding agreement and articles of association.

### 3. Action Plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<i>Our school offers a differentiated curriculum for all students, which is taught by teachers who have a secure knowledge of QFT strategies to support student with SEND.</i>	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.	1. Analyse 'Access Test' data, track data and adjust curriculum offer as appropriate dependent on the identified needs within each new cohort.	SLT	Annually	Students make expected progress with an aim to exceeding targets set.
			2. Regular examination of the needs of the current school population to take into account the student who have joined us as in-year transfers.	SENDCO	As necessary	Staff are made aware of the needs of students with SEND via the SEND register and My Learning Guides (student profiles) and use QFT strategies.
			3. Liaison with current/primary school and parents, regarding reasonable adjustments a student may require in relation to accessing the school/curriculum.	INCLUSION	Annually	Students' needs are assessed before they start at Neston High School with regard to accessing the curriculum and parents input is recognised.
			4. Annual review of the SEND Information Report and SEND Policy. Introduction of these to staff through the 'Staff -Student Services Information Pack.'	TEAM	Annually	Increase staff awareness of SEND needs for the current cohort.
			5. Guidance for staff on strategies for helping students with SEND and familiarisation with QFT guidelines on Teaching, Planning and Assessing the curriculum for students with SEND. My Learning Guides used to disseminate most up-to-date strategies.	SENDCO	As necessary	Staff empowered to meet the requirements of SEND students with regards to accessing the curriculum, through targeted and differentiated QFT.
			6. Include an induction programme for new staff SEND awareness and strategies for meeting the needs of SEND students.	INCLUSION TEAM	Annually	Increased knowledge of SEND students and QFT strategies employed in lessons.

			7. Conduct regular whole staff training sessions to ensure all staff are adhering to the expectations of the SEND Code of Practice 2015.	SENDCO	Annually	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.
			8. Ensure there is a robust process for identifying SEMH issues and a robust support system for students with these needs.	SENDCO/INCLUSION TEAM	Annually	Increased well-being across the student cohort.
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of students as required.</i></p> <p><i>This includes:</i></p> <p><i>Ramps</i></p> <p><i>Lift</i></p> <p><i>Corridor width</i></p> <p><i>Height adjustable desks in Science, Home Economics &amp; IT spaces</i></p> <p><i>Disabled parking bays</i></p> <p><i>Disabled toilets and changing facilities</i></p> <p><i>Light levels and colours selected to support depth perception</i></p> <p><i>Library shelves at wheelchair-accessible height</i></p>	To ensure all staff, students and visitors can access the school site and take advantage of the facilities on offer	Annual checks by relevant agencies to ensure the site is suitable for all.	BUS MGR/SENDCO	Annually	A fully inclusive school environment



<p>Improve the delivery of information to students with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>✦ <i>Internal signage</i></li> <li>✦ <i>Large print resources</i></li> <li>✦ <i>Magnifiers</i></li> <li>✦ <i>iPad</i></li> <li>✦ <i>Induction loops</i></li> <li>✦ <i>Pictorial or symbolic representations</i></li> <li>✦ <i>Overlays</i></li> <li>✦ <i>Writing slants</i></li> </ul>	<p>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.</p>	<p>1. Advice and training for staff on the use of technology and aids in order to ensure access to the environment and curriculum for students with SEND.</p>	<p>SENDCO/MULTI-AGENCY PROFESSIONALS</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>2. Curriculum materials to be produced in different formats (large print, audio, visual) as necessary for students with SEND.</p>	<p>CURRICULUM LEADERS</p>	<p>As necessary</p>	<p>Students make progress and attain in line with or exceeding expectations.</p>
			<p>3. Prospectus, Open Day, Information Evening documentation to be made available in alternative formats, (large print, audio, visual) as necessary for students with SEND.</p>	<p>SLT</p>	<p>As necessary</p>	<p>Students comfortably access information evenings and can use the shared materials effectively.</p>
			<p>4. Lesson materials, resources and equipment to be user friendly for students with SEND according to individualised needs. 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 students with SEND.</p>	<p>SENDCO/TEACHING STAFF</p>	<p>As necessary</p>	<p>Students can comfortably access lesson materials complete all lesson objectives and make progress and attain in line with or exceeding expectations.</p>



## 4. Monitoring arrangements

- 4.1 This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary.
- 4.2 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 students with medical conditions policy

## 6. Appendix 1: Accessibility audit

- 6.1 The school has been designed by educational specialists commissioned by the DfE to ensure it is accessible for all.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 storeys	Ensure lift is available for students with mobility needs	BUS MGR	Annually
Corridor access	Width suitable for wheelchair access	Ensure corridors are kept clear	ESTATES MGR	Monthly
Lifts	One lift	Regularly serviced and maintained	ESTATES MGR/Integral	Monthly
Parking bays	10 accessible parking bays	Regular monitoring to ensure parking bays are used by blue badge holders only	ESTATES MGR	Weekly
Entrances	Main entrance automatic doors	Regularly serviced and maintained	Integral	Annually
Ramps	N/A	N/A		
Toilets	Accessible toilets available on each floor	N/A		
Reception area	Lower-level reception desk and hearing loop	N/A		
Internal signage	Clear internal signage			