

Accessibility plan

South Wirral High School

Approved by:	Governors	Date: 05.10.21
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Last reviewed on:	September 2021
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Next review due by:	September 2024
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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.

South Wirral High School, in Eastham, is a foundation school which is larger than the average-sized 11 to 18 all ability school. There are more boys than girls in the school and 106 students in the sixth form. Nearly all students are of White British heritage and speak English as their home language. The proportion of students known to be eligible for the pupil premium funding is above the national average. The proportion of disabled students and those who have special educational needs who are supported at school action is above the national average. The proportion supported with special educational needs is also above the national average.

Our school mission statement is: ***'Raising aspirations in partnership with families and the community.'*** This declares a vision for our school where each student's progress is remarkable. We focus on the whole educational experience for each student, aiming for success in examinations and the other aspects of school life, sports, the arts, leadership and extra-curricular activities. The confidence and skills students gain, ensure pathways to university and the world of work. This can only be achieved by working with families and a range of community partners. Five key statements describe our culture: ***Leadership, Organisation, Resilience, Initiative & Character.***

The School's Equality Policy provides a framework to pursue its equality duties to have due regard to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations and positive attitudes between all characteristics and different groups in all of its activities.
4. Through the Equality Policy, the school will seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment. This includes the protected characteristics identified within the Equality Act (2010) i.e. age, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment.

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's Equality Policy is supported by the School's Improvement Plan school and its targets developed by the extended leadership team and governors for promoting equality. The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of any review will be used to inform future planning and decision making. The named member of staff and appropriate compliance governor for equality will monitor specific outcomes. Interim reports will be given to the termly Full Governing Body meetings and the Head teacher will provide monitoring reports for review by the Governing Body annually. This policy links to other policies and in general the principles of equality will apply to all other school policies.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 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 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
Increase access to the curriculum for pupils with a disability	<p>Our school offers:</p> <ul style="list-style-type: none"> • a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	Whole School / Faculties to focus on continuing to provide a curriculum that is inclusive and meets the needs of every pupil, including those with SEND needs.	Whole staff to ensure that their lessons are inclusive. Revisit curriculum maps and SOW to ensure lessons are meeting the needs of all SEND pupils.	<p>Senior Leadership Team</p> <p>Heads of Faculty</p> <p>SENDCo</p> <p>Class Teachers</p> <p>Teaching Assistants</p>	Ongoing Termly Assess – Plan – Do – Review model employed by SEND team.	<p>Curriculum Maps for every faculty</p> <p>Assess – Plan – Do – Review Model</p> <p>CPD - How to videos shared with staff weekly</p> <p>Pupil Passports</p> <p>All data for SEND pupils on SIMS.</p> <p>EHCP Round Tables (Virtual)</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	Meetings to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/behavioural and/or physical needs	Review/implement a preferred layout of furniture/equipment to support the learning process in individual classrooms.	<p>School Business Manager</p> <p>Assistant Head in charge of SEND</p> <p>SENDCo</p>	Annually Summer, 2021	Audit

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To improve effective TA Deployment for pupils with EHCPs, PFAs and SEND needs.	<p>Our school continues to revise and improve our provision for all students, including SEND pupils.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Providing TA support for all students with an EHCP/PFA. • Providing TA observations on students who may have emerging SEND needs. • Assessing our TA timetable every two weeks to ensure that the needs of all SEND pupils are met. 	<p>SEND Team meetings to focus on how TAs are being disseminated across the school to relevant students.</p> <p>Staff referral protocol to observe students who perhaps needs TA intervention.</p>	Review/implement a preferred way of working for TAs to support the learning process in individual classrooms for specific students.	<p>SEND Team</p> <p>SENDCo</p> <p>All Teachers</p> <p>Teaching Assistants</p>	Summer, 2021	<p>Assess – Plan – Do – Review Model</p> <p>CPD - How to videos shared with staff weekly</p> <p>SEND Team meetings</p> <p>TAs linked to Faculties</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	SEND Team meetings to focus on how SEND data is being disseminated to staff across the school.	Review/implement a preferred layout of resources to support the learning process in individual classrooms.	<p>Senior Leadership Team</p> <p>SENDCo</p> <p>All Teachers</p> <p>Teaching Assistants</p>	Every Term	<p>Assess – Plan – Do – Review Model</p> <p>CPD - How to videos shared with staff weekly</p> <p>IHCPs linked to SIMS</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve ensure smooth transition of all pupils with SEND.	Our school uses a range of communication methods and strategies to ensure transition is smooth for all pupils with SEND needs. The methods include:	<p>Meetings to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/behavioural and/or physical needs</p> <p>Pupil Profiles</p> <p>Transition of information to secondary and visits.</p> <p>Meetings with secondary staff</p> <p>SEND list with links to professional info for teachers to have access to.</p> <p>Regular safeguarding meetings to discuss children at risk</p>	<p>Review/implement a preferred layout of furniture/equipment to support the learning process in individual classrooms.</p> <p>Transition to Secondary SEND day / Google Classroom activities</p>	<p>Assistant Head responsible for SEND provision</p> <p>SENDCo</p> <p>Assistant SENDCo</p> <p>Safeguarding Lead</p> <p>Assistant Safeguarding Lead</p> <p>Student Welfare Officer</p>	Annually in the summer term.	<p>Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.</p> <p>Pupil profiles</p> <p>Meetings timetabled</p> <p>Safeguarding meetings/minutes</p> <p>Enhanced Transition with SENCO, Assistant SENCO plus SWOs.</p> <p>Data Reviews led by SEND Team.</p>

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 Head teacher Mr. Simon Goodwin.

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
- SEND Policy