

Access Plan

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Improve the physical environment of schools to increase disabled pupils' **physical access** to education and extra-curricular activities.
- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improve the delivery of **information** to disabled pupils, using formats which give pupils better access to information.

The responsibility for the Access Plan lies with the governing body and headteacher. The day-to-day management of the Plan is led by the SENCo.

Our school's complaints procedure covers the accessibility plan. Any concerns relating to accessibility in school should be raised following this procedure.

The following groups were consulted in the process of drawing up the Access Plan:

- Governors
- Staff
- Students
- Parents / Community Groups
- Others (e.g. LA)

It was reviewed by the Governors at the Curriculum & Student Progress Committee Meeting in May 2021.

Next review: May 2024 (Curriculum & Student Progress Committee)

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.

3. Action plan

Aim 1 – To improve the physical environment of schools to increase disabled pupils’ physical access to education and extra-curricular activities.

Key Objectives	Evidence	Actions to be taken	Person responsible	Date to be completed	Cost
I.1. To ensure that the size and layout of areas allows access for all students, including those with disabilities (e.g. ramps, lifts, corridor width, disabled parking bays, disabled toilets and changing facilities, library shelves at wheelchair-accessible height)	Equality Act audit undertaken with Nick Tomkins of OCC Spring 2017 and actions agreed. Actions completed – upgrade disabled toilets to have sensory controls; access ramps widened to meet current regulations.	Disabled changing facilities required in close proximity to the Gym to enable changing for PE for current student. Hoist required to help changing – disabled toilet in E block to be extended to accommodate this - OCC supporting the improvements	Facilities Manager/Nick Tomkins from OCC	Completed 2018	All included in 2017/18 accounts
I.2. To ensure that all pathways of travel around the school site are safe and well sign-posted	Equality Act audit undertaken with Nick Tomkins of OCC Spring 2017 and actions agreed. Actions – repainting of high visibility lines	High visibility lines to be repainted every summer holiday and when required.	Facilities Manager	On-going	c£1000
I.3. To ensure that all emergency and evacuation systems inform all students, including those with disabilities	Evacuation procedure is reviewed each year including actions for any students with SEND or a PEP. Alarms have visual and auditory components	Annual review and upgrade as required	Facilities Manager	On-going	
I.4. Non visual guides are used to assist students with SEND e.g. lifts with tactile buttons	Lift buttons are tactile but no student is unaccompanied in lift. Evacuation and emergency signage has pictures as well as text.	Annual review and upgrade as required	Facilities Manager	On going	

I.5. Décor and signage are not confusing or disorientating for students with visual impairment, autism or epilepsy		Annual review and upgrade as required	Facilities Manager	On going	
I.6. All areas are well lit	Regular inspections of lighting around site.	Annual review and upgrade as required. External lighting repaired/replaced as soon as fault identified.	Facilities Manager	On going	c£1000pa
I.7. Steps are taken to reduce background noise for hearing impaired students e.g. consideration is given to the acoustics of a room, use of noisy equipment etc.	Review use of hard flooring in certain areas	Consider carpets when floor coverings are replaced and soft furnishing where appropriate. Rolling replacement programme for flooring, blinds and furniture.	Facilities Manager	On going	c£2000pa
I.8. Furniture and equipment is selected, adjusted and located appropriately e.g. height adjustable tables available, low level sinks etc.	Food tech room and S3 and S4 science labs are compliant.	Ensure LA provide specialist furniture where appropriate. Review furniture provision when replacing	Facilities Manager	On going	

Aim 2 – To Increase the extent to which disabled pupils can participate in the school curriculum

Key Objectives	Actions to be taken	Person responsible	Date to be completed	Cost
2.1. To ensure that the school offers a differentiated curriculum for all students	<ul style="list-style-type: none"> Teachers to be kept informed about SEN students and their individual needs to ensure differentiation is effective. Regular training/updates through the SEN briefings once a term. Subject leaders to review Schemes of Work to ensure they are differentiated (classwork and homework). 	SENCO All teachers	Ongoing	
2.2. To ensure that we use resources which meet the needs of all students who require support to access the curriculum	<ul style="list-style-type: none"> Effective deployment of Learning Support Assistants – both in the classroom and for intervention. Use of technology to access the curriculum – laptops for all lessons, Read Write Gold (RWG) software (in lessons and exams), modified papers available on all exam board websites and Access Arrangements testing in Year 9 to ensure students have the correct support for GCSE exams/assessments. 	SENCO Exams Officer IT Support LSAs	Ongoing	RWG = £1500 per year
2.3. To ensure that curriculum resources include examples of people with disabilities	<ul style="list-style-type: none"> SENCO to liaise with the PSHE Leader regarding what is included in the PSHE programme that show people with disabilities. Subject Leaders to review their curriculum to explore opportunities to include examples of people with disabilities. 	SENCO PSHE Leader Subject Leaders	Ongoing	
2.4. To ensure that progress is tracked for all students, including those with a disability	<ul style="list-style-type: none"> Whole school data collection Analysis of data on SISRA – SEN, Subject & House Progress Reviews to be completed once data has been inputted. 	All teachers SENCO	Ongoing	
2.5. To ensure that targets are set effectively and are appropriate for students with additional needs	<ul style="list-style-type: none"> Leadership Team need to ensure targets are set based on KS2 data and shared with the staff, students and parents. Explore whether adjustments need to be made for students on the SEN register – different rate/speed of progress. 	LT SENCO	Ongoing	
2.6. To ensure that the curriculum is reviewed to ensure it meets the needs of all students	<ul style="list-style-type: none"> Leadership Team will review the curriculum once a year, especially GCSE options, to ensure it is appropriate for all students. SENCO to ensure the curriculum, especially GCSE, is appropriate for SEN students. 	LT SENCO	Ongoing	

Aim 3 – Improve the delivery of information to disabled pupils, using formats which give pupils better access to information.

Key Objectives	Actions to be taken	Person responsible	Date to be completed	Cost
3.1. To ensure that information is provided to all students in an appropriate form (e.g. large print resources, braille, induction loops, pictorial or symbolic representations)	<ul style="list-style-type: none"> • Information promptly shared with staff regarding any specialized equipment or resources needed – updates shared when necessary and Student Profiles amended. • SENCO and Exams Officer liaise to ensure appropriate materials are provided in exams and assessments. • SENCO to liaise with HI (Hearing Impairment) and VI (Visual Impairment) advisors where necessary. 	All teachers SENCO Exams Officer	Ongoing	
3.2. To ensure that information is provided to all parents and students in an appropriate form (including during parental meetings)	<ul style="list-style-type: none"> • Any letters/emails/messages/report need to be accessible for all parents – ensure all ‘educational jargon’ is explained or re-phrased. • Heads of House need to inform Admin staff if any of their parents struggle to access reading material and need it given to them in a different format. 	Admin staff Heads of House	Ongoing	
3.3. To ensure that staff are familiar with the technology and practices required to meet objectives 3.2. and 3.3.	<ul style="list-style-type: none"> • Training and information delivered to staff by the SENCO and/or Exams Officer to ensure staff are well-informed and up-to-date with what is available. • SENCO to explore other forms of technology/programmes to support the learning of all students, specifically SEN students. 	SENCO Exams Officer IT Support	Ongoing	Possible cost involved

4. Monitoring arrangements

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

5. Links with other policies

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

- 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

Appendix I: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	E block – 2 stories S block – 2 stories Art/OLC/IT – 2 stories	Students unable to use stairs will be timetabled to ground floor classrooms for English (E block) and Maths & History (S block). There is a lift to the second floor Art block to access IT rooms and the OLC. Lift regularly maintained. Key personnel trained to use Evac chair to evacuate wheelchair users from second floor in the event of a fire.		
Corridor access	All ground floor student areas are wheelchair accessible	Regular inspection to make sure corridors are kept clear of obstruction.	Facilities Manager	On going
Lifts	One in Art/OLC	Regular maintenance	Facilities Manager	On going
Parking bays	2 closest to reception	Lines to be repainted each summer/ as necessary	Facilities Manager	On going
Entrances		All entrances have compliant wheelchair access ramps. Wheelchair users would need to be accompanied to have doors opened as none are controlled by sensor or push pad.		
Ramps	To E block, OLC stairwell entrance, S6	Ramps required to access these areas. Currently in good condition and compliant. Regularly inspections to maintain good condition	Facilities Manager	On going
Toilets	Reception, English, MFL	Toilets in MFL and English refurbished April 18 and have sensor controls. Disabled toilet in E block to be extended to accommodate hoist and bed for changing facilities	Facilities Manager	August 18
Reception area	Low level sign in desk.	Review provision and include improvement as necessary	Facilities Manager	On going
Internal signage		Review provision and include improvement as necessary	Facilities manager	On going

Emergency escape routes	All lit and marked with High visibility pictures and text. Emergency lighting regularly maintained.	Monitor emergency lighting tests. Annual review of signage	Facilities Manager	On going
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