



# Accessibility Plan and Policy

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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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students and adults with disabilities to take better advantage of education, benefits, facilities and services provided
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Improve the availability of accessible information to students and adults with disabilities.

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 supports any available partnerships to develop and implement the plan.

### School Ethos, Visions and Values

Park High School's ethos is *'investing in each other to be the very best we can be'*. The school is committed to ensuring equal treatment of all its employees, students and any others involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practices, or service delivery.

The school will not tolerate harassment of people with disabilities with any form of impairment and will also consider students who are carers of parents with disabilities.

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. Furthermore, we will ensure that Park High School and its stakeholders will:

- Promote equality of opportunity between people with disabilities and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of people with disabilities that is related to their disability
- Promote positive attitudes towards people with disabilities – this means not representing people in a demeaning way, and also means not pretending they don't exist and not representing them anywhere at all
- Encourage participation by people with disabilities in public life – it is also important to respect the wishes of students with disabilities so that they do not feel pushed into activities they do not wish to take part in
- Take steps to consider a person's disabilities, even when that involves treating people with disabilities more favourably than other persons.

### Disability in the curriculum, including teaching and learning

Schemes of work/lesson plans will clearly highlight if special considerations need to be made to allow full access to all aspects of the lesson for all students. Any necessary additional equipment/resources will be provided by the school, or outside agencies.

### School Facility Lettings

There is limited access to some areas of the school premises. The disabled parking space is located as close as is practicable to the ramped entrance.

## **Information, performance and evidence**

### Student Achievement and Attainment

Appropriate data for all students is analysed on a regular basis.

### Learning Opportunities

In the case of on-site facilities not being suitable for any student, alternative arrangements will be sought.

### Admissions, Transitions, Exclusions

Entry to the school at any level will be based purely on the local authority admissions policy. Likewise, all students facing exclusion will be treated fairly following the school's Exclusion Policy.

### Social Relationships

All students new to the school, irrespective of year groups, will follow the relevant induction process. If it is deemed appropriate, tutor/teaching groups will be briefed as to how they can/should respond positively to a newcomer with a disability. This will always be carried out sensitively following consultation and approval from the incoming student. Work in PSHCEe delivers information to help all students in their understanding of the needs of everyone in our school community.

## **Employing, promoting and training staff with disabilities**

There will be no discrimination on the grounds of gender, race, marital status or disability in the recruitment and selection process. The aims of the recruitment and selection process are to ensure that equality of opportunity is considered an integral part of recruitment

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.

It is the intention to consult with all stakeholders (students, parents/carers, staff, regular visitors to the school) with disabilities to aid in the development of this scheme by taking account of their views when making appropriate adjustments. This consultation process will be on-going. The Action Plan will be available to stakeholders and the progress made will be reported at least every three years.

## **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 student with disabilities faces in comparison with non-disabled students. 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. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic education (PSHCEe), but also activities in other curriculum areas. For example, as part of teaching and learning in English, students will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our Student Council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as extra curricular clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which inform and develop our approach.

### 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   | Date to complete actions by | Success criteria  | Evidence  |
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| Increase access to the curriculum for students with a disability | <p><i>Our school offers a responsive and adaptive curriculum for all students.</i></p> <p><i>The school liaises with appropriate external agencies and feeder/previous schools to help tailor specific support.</i></p> <p><i>We use resources tailored to the needs of students who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all students, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for students with additional needs.</i></p> | <p>Increasing access for students with disabilities to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)</p> <p>Reviewing, recording and evaluating the impact of remote access for students with a disability</p> | <p>Be aware of and plan accordingly, staff training needs through professional dialogue and line management meetings.</p> <p>Staff access appropriate CPD</p> <p>Develop guidance for staff on making trips accessible</p> <p>Ensure each new venue is vetted for appropriateness</p> <p>Review and consult on further guidance to support students with disabilities- particularly those around remote access. This includes working with external</p> | Ongoing                     | <p>Raised staff confidence in strategies for differentiation and increased student participation</p> <p>All staff aware of individuals needs</p> <p>All students in school able to access all educational visits and take part in a range of activities</p> <p>Curriculum plans are shared on the school website</p> <p>Bespoke plans are developed with students, parents,</p> | <p>Curriculum plans on school website- Updated annually or as appropriate</p> <p>School policies- updated as per reviewing schedule</p> <p>Staff feedback and surveys</p> <p>Staff CPD program- both whole school and personalized to the needs of the individual staff members, or in response to specific</p> |

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|  | <p><i>The curriculum is reviewed to ensure it meets the needs of all students.</i></p> |  | <p>agencies as appropriate</p> <p>Ensure that appropriate care plans are in place, shared with appropriate colleagues and reviewed/updated regularly. Liaison with SENARS during national responses to access arrangements for SEND students.</p> |  | <p>colleagues and another professionals.</p> | <p>needs of our students</p> <p>School achievement and attendance data.</p> <p>Student participation in activities and extra-curricular events</p> <p>Record of remote access provision maintained by Learning Development and Pastoral Teams</p> <p>Feedback from external bodies</p> <p>Surveys and audit of specific needs around remote learning</p> <p>Individual case studies, compiled by pastoral teams.</p> |
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| Improve and maintain access to the physical environment | <p><i>The environment has been adapted to the needs of students and all other stakeholders/visitors where possible:</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators (6<sup>th</sup> Form block, maths block and sports hall)</li> <li>• Renewed and extra disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul> | <p>Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)</p> <p>Ensure all students with a disability can be safely evacuated</p> | <p>To create access plans for individual students with a disability</p> <p>Individual risk/access assessments completed when a student/staff member has temporary access issues</p> <p>Work with external agencies and transition schools to adapt access arrangements for students when appropriate.</p> <p>Be aware of staff, governor's and parent's access needs and meet as appropriate</p> <p>Consider access needs during recruitment process</p> <p>Develop a system to ensure all staff are aware of their</p> | <p>As required</p> <p>Induction and ongoing if required</p> <p>Recruitment process</p> | <p>Support plans in place for students with a disability and all staff aware of students needs</p> <p>Staff receive appropriate training in relation to their roles and responsibilities associated with access.</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p> <p>All students and staff with a disability are safe in the event of a fire</p> | <p>Evacuation policy and plans. Review and feedback of evacuation drills.</p> <p>Moving and Handling plans for specific students and/or colleagues.</p> <p>Re- designation of appropriate spaces for students/ colleagues with access issues. This is ongoing and dependent upon individual needs.</p> |
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|  |  |  | responsibilities in the event of a fire drill, evacuation or lockdown.  | HOY meetings and review of practice and drills.   |   |   |
| Improve the delivery of information to students and stakeholders with a disability | <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>Braille (when appropriate)</i></li> <li>• <i>Hearing Loops</i></li> <li>• <i>Immersive reader is available when appropriate</i></li> </ul> | <p>Improving the delivery of written information to students with a disability (this will include planning to make written information that is normally provided by the school to its students available to students with a disability. The information should take account of students' disabilities and students' and parents' preferred formats and be made available within a reasonable timeframe)</p> <p>Ensure website and all document accessible via the school website</p> | <p>Survey and audit of specific needs of students and parents.</p> <p>Provide information and letters in clear print and in uncomplicated English</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p> <p>Guidance to staff on dyslexia and accessible information</p> | <p>During induction/via newsletters or parent's meetings</p> <p>Ongoing as required</p> <p>Ongoing review</p> <p>Regularly disseminated in briefings,</p> | <p>All students/parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school information</p> <p>Staff produce their own information/resources for students based on their needs.</p> | <p>School website contains information in a variety of resources.</p> <p>Translators are used for students/parents when required, or sought if unavailable.</p> <p>Regular training for colleagues to support students with a disability (i.e. SALT)</p> <p>Year 6-7 transition investigates and implements any</p> |



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|   |   | <p>can be accessed by the visually impaired.</p> <p>Ensure all staff are aware of guidance on accessible formats</p>  |   | <p>induction for new staff or drop-in sessions.</p> |  | <p>likely needs for students/families.</p>  |
| <p>Review, record and evaluate 'appropriate adjustments' that are made for students in relation to the school code of conduct and behaviour policy.</p> | <p><i>A range of relevant staff are consulted when implementing the behavior policy in relation to a students needs- this include the Deputy Headteacher, HOY, SENCO and DSL. Responses to behaviour are balanced and consider the individual needs of the child.</i></p> | <p>To ensure staff and parents (when appropriate) are aware of the need for 'appropriate adjustments'.</p> <p>Students' behaviour is viewed through the lens of their specific need/disability.</p> | <p>Continued dialogue between relevant colleagues.</p> <p>Strengthening relationships with those around the student.</p> <p>Accessing support from external professionals, when appropriate.</p> <p>Intervention and support in school is recorded and evaluated.</p> | <p>As required.</p> <p>School Behaviour Policy</p>  | <p>The school do not adopt a 'one size fits all' approach to behaviour challenges.</p> <p>The school proactively anticipates and implements strategies to minimize behaviour concerns.</p> | <p>School behaviour policy.</p> <p>Internal monitoring of behaviour and sanctions, with evaluation of impact.</p> |

## **5. 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 Governing Body of Park High School.

## **6. 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
- Supporting students with medical conditions policy
- Equal Opportunities Policy
- Admissions Arrangements
- Learning and Teaching Policy
- Behaviour Policy
- Safeguarding Policy
- E-Safety Policy
- School Improvement Plan
- School Rules
- Anti-Bullying Policy
- Vulnerable Children Policy
- SEN/D Policy