



Accessibility Plan and Policy

Park High School

UPATED	5 October 2017
AUTHOR	Karen Wilkinson
DOCUMENT OWNER	Karen Wilkinson
VERSION No	1.0 from Oct 2017
NEXT REVIEW	Oct 2018
REVIEWED BY	WSC

Contents

1. Aims	2
2. Legislation and guidance.....	4
3. Action plan.....	5
4. Monitoring arrangements	8
5. Links with other policies	8

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils and adults with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils and adults with disabilities

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.

School Ethos, Visions and Values

Park High 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 pupils with disabilities so that they do not feel pushed into activities they do not wish to take part in
- Take steps to consider a persons' 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.

Contract and procurement

Any outside contractor being employed by the school will be required to support the school's disability awareness procedures.

Information, performance and evidence

Student Achievement and Attainment

Appropriate data for all students is analysed on a termly 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 schools Inclusion 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

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, 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 annually.

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 pupil with disabilities 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

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils 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 pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Increasing access for pupils 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>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>Ongoing</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation</p> <p>All staff aware of individuals needs</p> <p>All pupils in school able to access all educational visits and take part in a range of activities</p>
<p>Improve and</p>	<p><i>The environment has been</i></p>	<p>Improving access to</p>	<p>To create access</p>	<p>As required</p>	<p>Support plans in place</p>

<p>maintain access to the physical environment</p>	<p><i>adapted to the needs of pupils and all other stakeholders/visitors where possible:</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators (6th Form block, maths block and sports hall)</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> 	<p>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 pupils with a disability can be safely evacuated</p>	<p>plans for individual pupils with a disability.</p> <p>Be aware of staff, governors and parents 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 responsibilities in the event of a fire drill, evacuation or lockdown.</p>	<p>Induction and ongoing if required</p> <p>Recruitment process</p> <p>HOY meetings and review of practice and drills.</p>	<p>for pupils with a disability and all staff aware of pupils needs</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 pupils and staff with a disability are safe in the event of a fire</p>
<p>Improve the delivery of information to pupils and stakeholders 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"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille (when appropriate)</i> 	<p>Improving the delivery of written information to pupils with a disability (this will include planning to make written information that is normally provided by the school to its pupils available to</p>	<p>Survey and audit of specific needs of pupils and parents.</p> <p>Provide information and letters in clear print in “simple” English</p> <p>School office will support and help</p>	<p>During induction/via newsletters or parent’s meetings</p> <p>Ongoing as</p>	<p>All pupils/parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the</p>

	<ul style="list-style-type: none"> <i>Hearing Loops</i> 	<p>pupils with a disability. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p> <p>Ensure all staff are aware of guidance on accessible formats</p>	<p>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>required</p> <p>Ongoing review</p> <p>Regularly disseminated in briefings, induction for new staff or drop-in sessions.</p>	<p>school information</p> <p>Staff produce their own information/resources for pupils based on their needs.</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 governing body of Park High school.

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
- Supporting pupils with medical conditions policy
- Equal Opportunities Policy
- 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

