

Weatherhead High School

A high performing academy providing excellence for all

Accessibility Plan

2021-2024

Document Owner	Director of SEND
Committee	Curriculum
Frequency of Review	Every 3 years
Date of last review	December 2020
Date approved by Governors	Spring 2021
Date of next review	Spring 2024

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

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 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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including students, 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 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 disabled student faces in comparison with non-disabled students. 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Students have 'reasonable adjustments' made to ensure they can access school materials (enlarged print/coloured paper etc.)</p> <p>School works closely with Vision and Hearing Support teams to ensure that students with a physical/sensory impairment can fully access the curriculum.</p> <p>School currently works with Multi-Disciplinary Teams (MDTs) for particular students to support them in the mainstream environment</p>	<p>Quality First Teaching for all students.</p> <p>INSET/Staff training on additional needs.</p> <p>Students with Visual and/or Hearing impairments can access the curriculum.</p> <p>Review/Quality Assurance of how the needs of students are being met.</p>	<p>Identify students and ensure teachers are able to meet fully.</p> <p>Comprehensive SEND and Additional Needs registers.</p> <p>Provide a varied INSET/Training package to meet the current needs of students in our school community.</p>	<p>DHT Curriculum</p> <p>SEND Director</p> <p>Class Teacher</p>	<p>Ongoing</p>	<p>Inclusive practices</p> <p>Staff feel confident supporting SEND and additional needs students.</p> <p>Students making progress regardless of their starting point.</p> <p>Increased engagement in lessons.</p> <p>Inclusive practices and resources will be consistently applied across the curriculum.</p>

	<p>Curriculum resources include examples of people with disabilities.</p> <p>We provide adaptations to resources and alternative activities for students with disabilities.</p>	<p>Staff training & mentoring.</p> <p>Improve resources for all students.</p>	<p>Work alongside external providers to provide inclusive practice.</p>	<p>Class Teacher</p>	<p>Ongoing</p>	<p>All students accessing a broad curriculum.</p>
	<p>Curriculum progress is tracked for all students, including those with a disability.</p>	<p>For all students to make good progress and for timely and effective interventions to take place to ensure this.</p>	<p>Regular reviewing of assessment data to identify emerging areas of need and action plan.</p>	<p>DHT SEND Director Class Teacher</p>	<p>Continuous process</p>	<p>Students are making good progress regardless in line with their ability.</p>
	<p>Targets are set effectively and are appropriate for students with additional needs.</p>	<p>For students with additional needs to make progress relative to their starting point.</p>	<p>High Needs SEND students to have termly target setting and reviews.</p>	<p>SEND Director</p>	<p>Ongoing – Continuous process</p>	<p>SEND students making progress in line with their ability.</p>
	<p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>To provide a broad and balanced curriculum that is available to all students.</p>	<p>Ongoing informal reviews of curriculum.</p> <p>Annual formal review conducted by stakeholders.</p>	<p>Headteacher DHT Curriculum SEND Director Heads of Department</p>	<p>Continuous process</p>	
	<p>Exam Access Arrangements are in place to enable all students to succeed.</p>	<p>To share exam access arrangements with staff so that they can make the necessary adjustments in internal and formal examinations.</p>	<p>Students on the SEND register to be assessed for access arrangements in Year 9 for their GCSE years.</p>	<p>SEND Director Exams Officer Class teachers</p>	<p>On going</p>	<p>Students are not disadvantaged during exams.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Elevators ● Corridor width ● Disabled parking bays ● Accessible toilets and changing facilities – Closomat toilet available. ● Library shelves at wheelchair-accessible height ● Locker access 	<p>For all students to move safely around the building and to be able to access facilities.</p>	<p>Renew and maintain any facilities that need repair.</p>	<p>Premises manager</p> <p>SEND Director</p>	<p>Yearly</p>	<p>All areas of the school are accessible for wheelchair users.</p> <p>Students with limited/impaired mobility are able to move around the school safely using the facilities on offer.</p> <p>Students with an impairment of any kind are not disadvantages from accessing the school curriculum or attending school events.</p>
	<p>Safe spaces available for students who need time out or support</p>	<p>For students to have a safe place to go to without resorting to more extreme behaviours.</p>	<p>Particular students to identify their safe place and for this to be communicated to relevant staff.</p>	<p>SEND Director</p>		<p>Students have a safe place identified in their support plans.</p>
<p>Improve the delivery of information to students with a disability</p>	<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 ● Braille ● Induction loops ● Pictorial or symbolic representations ● Website communication 	<p>For SEN and additional needs students to be able to access the written curriculum.</p> <p>School to ensure that written communication meets the needs of sight and hearing-impaired students' parents and staff.</p>	<p>To investigate alternate forms of communication.</p> <p>To purchase plug-ins (to enlarge/read out text) where appropriate to increase access to school website.</p>	<p>SLT</p> <p>SEND Director</p>		<p>Students with sensory/physical impairments can access written curriculum.</p> <p>Staff are confident differentiating for different needs.</p> <p>Visually impaired students are able to navigate the site independently.</p>

						<p>Written information can be provided in the required format.</p> <p>All signage is accessible.</p>
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4. Monitoring arrangements

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

At each review, it will be approved by the governing body.

5. Links with other policies

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

- Risk assessment
- Health and safety policy
- Equality Policy
- SEND Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 storey building Fire exits available on each floor.	N/A	Premises manager	N/A
Corridor access	Corridors are wide enough for wheelchairs or anything other walking aids so students can move around the building safely.	N/A	Premises manager	N/A
Lifts	2 lifts are available.	Planned Preventive Maintenance (PPM) – conducted by SPIE: <ul style="list-style-type: none"> • Weekly safety checks • Traction checks every 3 months • Insurance inspection (under the fire evac plan) every 6 months 	Premises manager	As per PPM
Parking bays	6 Disabled Parking Bays available in main car park	N/A	Premises manager	N/A
Entrances	There are 3 students entrances off Breck Road, 2 with ramped access to top and middle floors.	N/A	Premises manager	N/A

	<p>Access available from the carpark to main reception, lift to lower ground floor.</p> <p>Tactile paving to kerb edges in main car park</p>			
Ramps	<p>There are external ramps to the main school building from Breck Road, there is ramp access from the all weather pitch into the school building. There are no internal ramps.</p>	N/A	Premises manager	N/A
Toilets	<p>There are 11 accessible toilets in the school, 2 on ground floor, 4 on middle floor and 5 on the top floor.</p> <p>There is also a closomat toilet available.</p>	N/A	Premises manager	N/A
Reception area	<p>Reception area has accessible counter.</p> <p>Intercom service is available from outside to assist with access.</p>	N/A	Premises manager	N/A
Internal signage	<p>All internal signage is appropriate throughout the school.</p>	N/A	Premises manager	N/A
Emergency escape routes	<p>All emergency escape routes are clearly visible and emergency lighting in place.</p>	Termly Fire Drills with all staff and students.	Premises manager	

	<p>All stairwells have an evac+ chair and staff are trained to use them</p> <p>All non-ambulant students are advised of muster points in the event of an evacuation.</p>	<p>Evac+ training every 3 years to key staff (last delivered 2018)</p>		<p>Next training refresher 2021.</p>
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