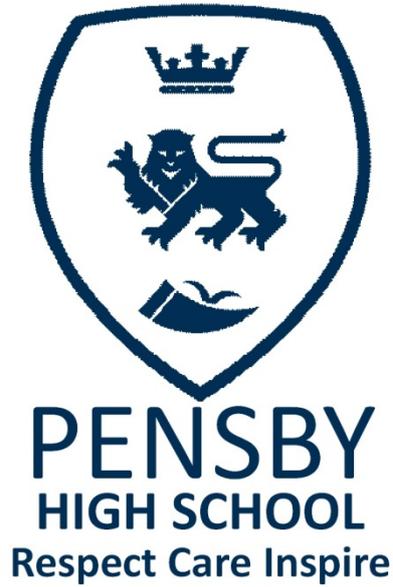


Pensby High School



Accessibility Policy

Submitted to Governing Body for approval:

Signed: _____ *Chair of Governors*

Signed: _____ *Headteacher*

Dated: _____

Pensby High School Accessibility Policy

Policy Number:

Version:	1
Ratified by:	FSR
Date ratified:	07/02/2018
Policy Lead:	Emma Price
Name of responsible committee and SLT lead:	SFR/K Flanagan
Date issued:	
Review Date:	
Target Audience:	All stakeholders
Equality Impact Assessment	Yes

Version Control Sheet:

Consultation with Stakeholders

List of key individuals/committees or groups this policy has been for consultation

Name of individual/committee Chair	Stakeholder involvement	Date
Emma Price	SENCO	November 2017
Kevin Flanagan	Headteacher	November 2017

Record of changes to this document

Changes approved in this document by:	Date:
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Section Number	Amendment (<i>shown in Bold italics</i>)	Deletion	Addition	Reason

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1. Aims

The aims of this Accessibility Plan are to ensure that Pensby High School continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions 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. Pensby High School is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

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 supports any available partnerships to develop and implement the plan. We work closely with the support services to ensure that we are informed of any difficulties that students with either Visual Impairment (VI) or Hearing Impairment (HI) have in accessing the school site.

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/carers, 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. Community Involvement/Equality Impact Assessment (EIA)

This policy has undergone a limited equality impact assessment as per **Appendix 1**.

4. Policy detail

1. This Accessibility Plan has been drawn up with the Local Authority, students, parents, staff and governors of the school in mind. This document replaces all previous plans and becomes effective immediately.

2. We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. The school plans over time to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve **access to the physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase **access to the curriculum** for students with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied students; (if a school fails to do this they are in breach of the Equality Act 2010). This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of **specialist aids and equipment**, which may assist these students in accessing the curriculum.
- Improve **the delivery of written information** to students, staff, parents and visitors with disabilities. Examples include hand-outs, timetables, textbooks and information about the school and school events. The information will be made available in various preferred format within a reasonable time frame where it is deemed appropriate and cost effective by the Headteacher.

4. Attached are action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted regularly and new plans will be drawn up every 3 years.

5. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Staff Development
- Health and Safety
- Inclusion
- SEND
- Behaviour Policy
- SDP
- Asset Management
- School Prospectus and vision

- Teaching and Learning records

7. The action plan for physical accessibility relates to the Access Audit of the school, which has been previously undertaken in conjunction with the Local Authority. It may not be feasible to undertake some of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. The audit will need to be re-visited prior to the end of each first 3 year plan period in order to inform the development of the new plan for the following period.

8. As curriculum policies are reviewed, a section relating to access should be added to that on Equality and Diversity. The terms of reference for all governors committees should contain an item on "having regard to matters relating to access".

9. The School's Complaints Procedure covers the Accessibility plan.

10. Information about our Accessibility Plan will be published on the school website.

11. The plan will be monitored through the curriculum and the Premises Committees of the Governors.

12. The school will work in partnership with the Local Authority in developing and implementing this plan.

13. The plan may be monitored by Ofsted as part of their inspection cycle.

Accessibility Plan 2017 – 2020 - Improving the Physical Access of the School

An Access Audit (*See Appendix 2*) will be carried out in detail during the 2017-18 academic year and any RED actions on the 'RAG' rating audit proforma will be addressed in priority order as soon as possible following the completion of the audit. Subsequently any AMBER actions left on the proforma will be reviewed.

Costs of the above would be determined by us obtaining quotes from reliable and certified contractors.

The school already has the following in place:

Accessible Car Parking	Kerb free access by disabled parking bays
Accessible toilets	Provision of lifts to access the upper floors of the building
Induction loop in Sports Complex	Evac chairs for use in the event of fire evacuation
Reception counter at adequate height to accommodate wheelchair users	Trained first-aiders
Personal lift keys for students with difficulties	Parents evenings held on one floor for ease of access
Training for epipens	Access to LA services such as vision support
SENCO and Pastoral staff working with more vulnerable students	

Accessibility Plan 2017 – 2020 - Improving the Curriculum Access as the School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum where identified	<p>Undertake an audit of staff training requirements.</p> <p>Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations</p>	<p>All teachers are able to more fully meet the requirements of disabled children’s needs with regard to accessing the curriculum.</p> <p>Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning.</p> <p>The use of other professional partners has been made available.</p>	On-going	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure that participation of the whole range of pupils wherever and whenever possible	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases when	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	On-going	Increase in access to the National Curriculum

	and where necessary to support learning			
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	On-going	Society will benefit by a more inclusive school and social environment

Accessibility Plan 2017 – 2020

Improving the Delivery of Written Information at the School

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	On-going	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	On-going	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Vision Support Service on alternative formats and use of IT software to produce customised materials	All school information available for all	On-going	Delivery of school information to pupils and parents with visual difficulties improved
Raise the awareness of adults working at and for the school on the importance of good communication systems	Arrange training courses	Awareness of target group raised	On-going	School is more effective in meeting the needs of pupils

Monitoring Arrangements and Review

This policy will be monitored by the SLT and Governing Body and formally reviewed after 3 years (November 2020), but may be updated sooner and more frequently if there are any major changes in either legislation or school circumstances.

Appendix 1 - Standard Equality Impact Assessment Tool

The Equality Impact Assessment Tool (EIA) is designed to help you consider the needs and impact your policy or document could have on the equality of individuals and groups. This EIA must be completed by the Policy Author and attached to the policy document when submitted for authorisation and ratification.

Name of Policy or Document: Accessibility		
Name of Author: Kevin Flanagan		
Who is this policy aimed at: Staff, Students, Governors, Parents		
Description and aims of the policy/service change: Update of old policy		
Date EIA Completed: 09/11/17		
Nature of the Change	Yes/No	Details of adverse impact identified
Does the policy/service change affect one group less or more favourably than another on the basis of:	No	If yes to any of the following a full EIA must be completed
Race or Ethnicity		
Nationality		
Culture or Heritage		
Religion, Faith or belief		
Sexual orientation, transgender Gender Reassignment		
Age		
Mental Health		
Physical, sensory or Learning Disabilities		
Homelessness, Gypsy/Travellers,		

Refugees/Asylum Seekers		
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For advice in respect of answering the above questions, please refer the draft policy to SLT for discussion.

I declare that in assessing the proposed documentation/change I have identified that there is unlikely to be an adverse impact on different minority groups.

Name: Kevin Flanagan Post: Headteacher

Signature: To do Date: 16/1/18

Contact Number: 0151 342 0570

Appendix 2 – Accessibility Audit proforma

Item	Issue	Green	Amber	Red	Action Plan	Cost
1	Is furniture and equipment selected, adjusted and located appropriately?					
2	Are Pathways and routes logical and well signed?					
3	Do you have emergency and evacuation procedures for specific students with a disability?					
4	Is appropriate furniture and equipment provided to meet the needs of individual students?					
5	Do furniture layouts allow easy movement for students with disabilities?					
6	Are quiet rooms/ calming rooms available to children who need this facility?					
7	Are car park spaces reserved for disabled people near the main entrance?					
8	Are there barriers to easy movement around the site and to the main entrance?					
9	Are steps needed for access to the main entrance?					
10	Do all those steps have a contrasting colour edging?					
11	If there are steps, is a ramp provide to access the main entrance?					
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?					
13	Is it possible for a wheelchair user to get through the principal door unaided?					
14	If no is an alternative wheelchair accessible entrance provided?					
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?					
16	Do all internal doors allow a					

	wheelchair user to get through unaided?					
17	Do all corridors have a clear unobstructed width of 1.2m?					
18	Does each block have a wheelchair accessible toilet?					
19	Does the relevant block have accessible changing rooms/ shower facilities?					
20	If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?					
21	Is there a continuous handrail on each internal stair flight and landing?					
22	Do the blocks have a lift that can be used by wheelchair users?					
23	Do you have any sort of mechanical means provided to move between floors? <i>If, yes please state.</i>					
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?					
25	Are non-visual guides used to assist people to use the buildings?					
26	Could any of the décor be confusing or disorientating for students with disabilities?					
27	Is a hearing induction loop available (either fixed or portable) in the school?					
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)					