

STOWUPLAND HIGH SCHOOL



ACCESSIBILITY PLAN 2021-22

| Adoption/Review | Committee | Lead | Next Review |
|------------------------|------------------|----------------------------|--------------------|
| September 2021 | | Assistant Head (Inclusion) | |

Our school aims to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The purpose of the Accessibility 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 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, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

| Aim | Current good practice | Actions to be taken | Person /s responsible | Date to complete actions by | Success criteria |
|--|--|---|---|--|--|
| <p>Increase access to the curriculum for students with a disability</p> | <ul style="list-style-type: none"> - Our school offers a differentiated curriculum for all students - We use resources tailored to the needs of students who require support to access the curriculum - Curriculum progress is tracked for all students, including those with a disability - Targets are set effectively and are appropriate for students with additional needs - The curriculum is reviewed to ensure it meets the needs of all students | <p>Develop a comprehensive and documented whole school intervention programme</p> <p>Assessment data to be regularly evaluated to determine appropriate and effective interventions</p> | <p>SENCo Head of School SLs Maths/English AHT (T & L)</p> | <p>Ongoing throughout the academic year</p> <p>At least termly assessment evaluation</p> | <p>All students with disabilities have a positive progress 8 score</p> <p>All students with disabilities can access all curricular areas</p> |
| <p>Further develop effective and inclusive classroom learning environments</p> | <ul style="list-style-type: none"> - Progress Plus provision established to raise functional skills - Our school Pod facility provides personalised support to overcome identified barriers to | <p>Further develop SEND Learning Passports to offer subject specific targets and strategies of support</p> <p>SEND focus lesson observations</p> | <p>SENCo SLs AHT (T & L) SENCo</p> | <p>Embedded fully by mid-Autumn term</p> | <p>Inclusive practice can be observed in all lessons and support areas</p> |

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| | <p>learning</p> <ul style="list-style-type: none"> - Staff have information about SEND students and protected characteristics through our iLearn facility – enabling differentiation and necessary adjustments to be made | | | | |
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> . Corridor width . Double door entry points . Disabled parking bays . Disabled toilets and changing facilities . Library shelves at wheelchair-accessible height | <p>Risk Assessments/OT reports</p> | <p>AHT systems</p> | <p>In place at start of Autumn term</p> | <p>All students are able to gain access to the physical environment through any required adaptation if required</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. This includes:</p> <ul style="list-style-type: none"> . Internal signage . Large print resources . Braille . Induction loops . Pictorial or symbolic representations | | <p>SENCo/AHT systems/DSL</p> | <p>In place at start of Autumn term</p> | <p>Internal supportive signage in place and use of all supportive mechanisms in place</p> |

Links with other policies:

JMAT SEND Policy

https://drive.google.com/file/d/1leyF4Zm8fdDqo_8llxGAtqV386v-nu3G/view?usp=sharing

Health and Safety Arrangements

<https://drive.google.com/file/d/1je9xNTiAFwBma5sJ8ZqZGY8uUXmKp-g0/view?usp=sharing>

Supporting students in school with a medical condition:

<https://drive.google.com/file/d/1dTLsv-x8Bnw5q0wODRTGVhddKF726HWB/view?usp=sharing>