



# Longdendale

H I G H S C H O O L

## Longdendale High School Accessibility Action Plan

**Aims and Intent:**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is address the following three points in the Equality Act:

- 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. This Accessibility policy and assessment plan has been prepared to ensure we meet with all of our duties as a Trust and as a school and to ensure we meet the expectations as detailed within the Equality Act 2010 and the SEND Code of Practice.

This Accessibility Plan has been drawn up in consultation with the appropriate members of staff. The plan will be kept under review and will be revised as necessary. The Plan is intended to be a practical document outlining the school's proposed intentions to fulfil all requirements. We are committed to providing an environment which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, cultural and emotional needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This duty sits alongside the duty not to discriminate directly or indirectly against disabled students or parents/carers, and to make reasonable and practicable adjustments for disabled students in the provision of learning opportunities and services.

In line with the Public Sector Equality Duty, the school also has duties to parents/carers and other service users, to not discriminate on grounds of disability and to make reasonable and practicable adjustments where necessary. With all of this in mind, the school is committed to making reasonable adjustments to allow disabled students access to the educational provision at the school.

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.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Trust Board are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Longdendale High School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

### **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says students have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of students of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for students of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy outlines the school's provision for supporting students with special educational needs and disabilities (SEND), and the Equality, Information and Objectives statement explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

## 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 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.

This policy complies with our funding agreement and articles of association.

### Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Local Governing Board.

It will be approved by Local Governing Board.

### Links with other policies

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

- Risk Register
- Health and safety policy
- Equality Statement
- SEND Policy
- Medicines in School Policy
- Safeguarding & Child Protection Policy
- Emergency Evacuation
- Curriculum Policy

**This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010**

| AIM/TARGET  | CURRENT GOOD PRACTICE  | ACTIONS TO BE TAKEN   | PERSON RESPONSIBLE    | TIMELINE                    | SUCCESS CRITERIA   |
|---|--|---|-----------------------|-----------------------------|--|
| <b>Increase access to the curriculum for students with additional needs or a disability</b> |  |   |                       |                             |  |
| Admissions  | <ul style="list-style-type: none"> <li>Student admissions are managed by the Trust with involvement from the LA as appropriate.</li> <li>Details of any students requiring access arrangements are passed to the SENDCO/ Assistant SENDCO, and these are reviewed and agreed as appropriate.</li> </ul>  | None at this time   | Trust<br><br>SENDCO   | Annually<br><br>As required | Families/ students with identified needs apply for places at school and needs are fully met, with full access to the curriculum. |
| Curriculum Offer  | <ul style="list-style-type: none"> <li>Our school offers a differentiated and adapted curriculum for all students In line with national expectations, with appropriate pathways identified and personalised provision in place where appropriate.</li> <li>Any identified support is planned for to meet the individual needs of each student and to comply with any statutory assessments.</li> <li>The curriculum is reviewed on an ongoing basis to ensure it meets the needs of all students.</li> </ul> | <ul style="list-style-type: none"> <li>Ongoing review of curriculum and any changes implemented as required.</li> <li>Teaching and learning CPD with a focus on responsive teaching and adapting to need</li> </ul> | Headteacher<br>SENDCO | Annually                    | All students have equal access to a broad and balanced curriculum that meets their individual need.                              |

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| Support | <p>Identified through the deployment of TAs as required.</p> <p>Support from Aspire Centre and key members of inclusion and teaching staff as required.</p> <p>High quality teaching, differentiated for individual students, is the first step to responding to the needs of our students.</p> <p>Support in collaboration with external agencies and services as necessary.</p> <p>We use resources tailored to meet the needs of students who require support to access the curriculum. Where appropriate this includes liaison with external providers (eg. The visual impairment team)</p> <p>In line with the information shared with staff regarding individual needs, the use of specific aids such as coloured overlays, ICT devices etc. are routinely used to ensure full access to the curriculum offer.</p> | <ul style="list-style-type: none"> <li>• Ongoing monitoring to ensure needs are identified and responded to as appropriate.</li> <li>• Review curriculum resources to establish the extent of positive examples of students with disabilities and supplement as appropriate.</li> </ul> | HODs / SENDCO                            | Annually/as required for any in year transfer students | All students have equal access to a broad and balanced curriculum that meets their individual need. Students are fully supported so that they are able to achieve their full potential |
| ICT     | Either desktop or laptop/tablet is available to meet identified individual and curriculum need.  | <ul style="list-style-type: none"> <li>• Ongoing monitoring to ensure needs are identified and responded to as appropriate.</li> </ul>  | Aspire Staff<br>Teaching Assts<br>SENDCO | As required  | All students are able to access the full curriculum, including any homework or home learning and their needs are fully met, allowing them to achieve their full potential.             |

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| Exam Access Arrangements             | TSENDCO/Assistant SENDCO work with Exams Officer to ensure students with access needs are identified and appropriate arrangements are in place both at school and exam board level, in line with JCQ regulations.   | Access arrangements to continue to be reviewed each year at the appropriate time.<br><br>Relevant staff to continue attend appropriate training to ensure ongoing compliance in this area. | Exams Officer<br><br>SENDCO/Asst SENDCO   | Annually   | Access arrangements are in place in a timely manner; students are used to these being their normal way of working throughout the curriculum and are trained and practised at using them leading them to achieving their full potential.  |
| Target Setting and Progress Tracking | Targets are set for all students, including those with additional needs or disabilities in line with national expectations and benchmarks.<br><br>Curriculum progress is tracked for all students, including those with SEN or with a disability.<br><br>Assessment and progress systems secure a full progress for all groups at every data collection point, and interventions are defined and implemented as appropriate – these are monitored by both teachers and subject leaders, as well as the SEND team. | Ensure SENDCO reviews all targets set to support appropriateness of targets for individual students, and to review and implement any support needed in order for these to be fully met.    | DHT/ Data Manager / SENDCO<br><br><br><br><br><br><br><br><br><br>DHT / HODs / SENDCO | Annually<br><br><br><br><br><br><br><br><br><br>Termly | Targets are set for all students that support post-16 progression routes, and that are at least in line with national expectations.<br><br><br><br><br><br><br><br><br><br>Targeted and adapted interventions are in place in a timely manner and meet the needs of individual students leading to targets and at least expected progress being achieved in all areas. |

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| Staff Awareness   | <p>Regular reviews of students with access needs and additional needs is undertaken by SENDCO/ Assistant SENDCO.</p> <p>Passing of timely information with students with particular needs is passed to classroom teachers and other staff as appropriate, and these are regularly updated throughout the year (this is via staff bulletins, briefings, email alerts, centrally available IEPs etc.)<br/>Training and briefing sessions are provided to all staff as appropriate. Additional training can be made available as required.</p> | <p>IEPs to be streamlined to ensure they are teacher friendly and support students' learning.</p> <p>Ongoing sharing with staff at all levels as appropriate.</p> | SENDCO / Asst SENDCO | Ongoing as required | Students are fully supported in their learning through adapted practice in classrooms by teachers and needs are fully met. |
| All school visits and trips need to be accessible to all students | <p>Risk assessments ensure that all students including students with physical disabilities can access trips.</p> <p>Venues and means of transport are vetted for suitability.</p> <p>Staff are fully briefed with regards to students with SEND, and appropriate staff accompany the trips to support individual students with any additional needs.</p>  | Continue to monitor.  | Ongoing              | SLT                 | All students are able to access school trips and take part in a range of activities  |
| Review PE curriculum to ensure PE is accessible to all students   | PE curriculum is designed to include a range of activities and sports that students with disabilities are able to fully access and participate in.  | Review access to facilities to ensure wider access – eg. Top fields   | DHT, AHT/HOD PE      | Ongoing             | All students have access to PE and are able to excel, for example via support from an adult or through adapted facilities. |



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| Ensure disabled students can take part equally in whole school events, lunchtime and after school activities | Whole school events are planned and adapted to include all students.   | Discuss with staff who run after school clubs. Support would needs to be available.<br><br>Ensure there is a way of getting students with mobility issues/ wheelchairs to the areas where sports clubs usually take place. | All staff          | On going               | Disabled students are able to participate equally in out of school activities.   |
| Ensure all staff have specific training on disability issues   | Training and briefing sessions are provided to all staff as appropriate. Additional training made available as required.   | Continue to identify training needs at regular meetings and reviews.   | SENDCO             | Annual and as required | Raised confidence of Staff and student needs are fully met in all areas of school life.  |
| Communication with Parents   | Parents have access to our SEN provision/SEN school offer currently on the school website.<br><br>Parents meet and can contact SENCO at any time as well as any designated support workers.<br><br>Parents meet regularly with SENCO to access further support and advice.<br><br>Annual report to parents of SEND is accessible and informative for parents.<br><br>Workshops aimed specifically at parents or carers of students with SEND are offered on a regular basis. | Continue to communicate and work with parents and carers, including remotely where appropriate.  | SENDCO/Asst SENDCO | As required            | Parent/school communication is strong<br><br>Parents confidently contact SENCO for support and advice.<br><br>Parent voice evidences strong communication and support is in place. |

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| Student Voice | <p>Student are given opportunities to share their concerns, their views and their ideas.</p> <p>Adaptations are made as needed.</p> | <p>Ensure regular feedback to students following student voice activity so they understand the school response.</p> | <p>SEND and Inclusion leaders</p> | <p>Termly</p> | <p>Student voice is heard and acted upon.</p> <p>Student voice evidences positive experience of school and that students are included and able to access the full curriculum and all areas of school life successfully.</p> |
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| AIM  | CURRENT GOOD PRACTICE   | ACTIONS TO BE TAKEN   | PERSON RESPONSIBLE    | TIMELINE    | SUCCESS CRITERIA   |
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| <b>Improve the delivery of information to students with additional needs or a disability</b> |   |   |                       |             |  |
| Students   | <p>EHCP in place as appropriate for students with identified need.</p> <p>Seating plan in place to ensure students with additional needs can be identified and appropriately supported in the classroom.</p> <p>Larger print text materials are published if required.</p> <p>Use of coloured paper for some photocopying if required.</p> <p>Use of ICT as appropriate to support with specific needs.</p>   | <p>Ongoing review of needs, taking into account information from the wider teaching and inclusion teams.</p> <p>Review signage around school to ensure it is fully accessible, including the use of pictorial or symbolic representations as appropriate.</p> | SENDCO/Asst SENDCO    | As required | All students have equal access to a broad and balanced curriculum                                    |
| Parents/Carers/Visitors  | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Information about the school can be accessed via the school website.</li> <li>• Documents can be printed if requested.</li> <li>• Documents can be made available in larger font size if required or on coloured paper etc.</li> <li>• Information is also circulated through e-mail/School Comms/Classcharts with paper copies of any linked document being made available if required.</li> </ul> | <p>Explore whether font size adjuster can be made available as a function on the website.</p> <p>Explore how we can improve access to information using induction loops and ensuring braille is an offered option.</p>  | Marketing Asst/SENDCO | Annually    | Parents are able to access all relevant information about their child and school life more generally |

| AIM  | CURRENT GOOD PRACTICE  | ACTIONS TO BE TAKEN                     | PERSON RESPONSIBLE             | TIMELINE    | SUCCESS CRITERIA  |
|--|--|---|--------------------------------|-------------|---|
| <b>Improve and maintain access to the physical environment. Awareness of the needs of disabled students, staff, parents/carers, Trustees and Governors and where possible visitors to the school</b> |  |   |                                |             |   |
| Entrance/Driveway/Car Parking  | <p>School bus stops at the bottom of the hill in the turning circle – students are able to access the main school by walking up the sloping path, which is wheelchair friendly. A ramp is in place for access to the main reception area.</p> <p>Some car parking areas are on a slope, some are on a level, supporting anyone visiting the site with physical needs.</p> <p>Accessible/disabled car parking spaces are available.</p> | None at this time. Continue to monitor  | Headteacher/Operations Manger  | As required | <p>All students and visitors to school can access the school grounds safely.</p> <p>There is a place for disabled members of staff and visitors to park throughout the school day</p> |
| Access to the main building  | <p>Access to the Student entrances to the building all have ramps or are on a flat level with no steps.</p> <p>Access to the main building and reception can be via the ramp.</p> <p>Main entrance doors are automatic.</p> <p>All classrooms/learning spaces on ground floor are fully accessible.</p>  | None at this time. Continue to monitor. | Headteacher/Operations Manager | As required | All staff, students and families are confident their needs are met and are able to access all key areas of the building as required.  |

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|                         | <p>Classrooms on 'middle'/upper floors are accessible by stairs or by lift for those students with identified needs.</p> <p>Unisex toilet, which is also accessible for wheelchair users, is available on the ground floor.</p> <p>Accessible unisex toilet is also available on 'middle' level' and can be accessed via lift from either 'upper' or ground floor levels.</p> |  |                                |             | <p>PEEPs are prepared and reviewed as individual needs change.</p>  |
| Dining Hall             | <p>Access is via stairs but there is a lift available for students with additional needs.</p> <p>If essential there is an alternative route via the hill into the double doors through the conservatory area.</p>   | <p>None at this time.<br/>Continue to monitor.</p> | Headteacher/Operations Manager | As required | <p>1:1 support from a TA is allocated for any students with identified needs which includes overseeing use of lift</p> <p>All students can access adequate time for lunch</p> |
| Outdoor Pursuits Centre | <p>Access to the OPC is through a flat pathway on one side or a small step on the other.</p> <p>The door to the OPC is automatic.</p> <p>All of the rooms and facilities in the OPC are on a flat level.</p> <p>Accessible unisex toilet is available</p>   | <p>None at this time but continue to monitor</p>   | Headteacher/Operations Manager | As required | <p>All students, staff and visitor can access events/lessons in this area.</p>  |

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| Whole School Evacuation               | All students with physical disabilities can be safely evacuated from building in the event of an emergency (all staff are aware of their responsibilities).<br>Students to have PEEPs if needed.  | Review of Fire Evacuation Policy<br><br>Review of Fire Marshal role during evacuation | Headteacher/Operations Manager | Annually and as new students join the school | All physically disabled students, staff and visitors can be safely evacuated.                      |
| Access to outside PE areas            | All students with physical disabilities can access and participate in the whole range of PE activities.<br><br>Ramp has been fitted to Science area of school which allows access to outside areas eg basketball and tennis courts  | Review access to facilities to ensure wider access – eg. Top fields                   | Headteacher/Operations Manager | Annually and as new students join the school | All physically disabled students can access PE curriculum safely and successfully.                 |
| Access to all areas of the curriculum | All students with physical disabilities can access and participate in the whole range of lessons with limited disruption to their learning.<br><br>Timetabled room changes are made to limit the disruption to a students' learning and to ensure all areas of the curriculum are accessible<br><br>Recently refurbished library had wheelchair accessible library shelves. The space has been designed to accommodate wheelchair access to all areas in this space | Continue to monitor   | Deputy Headteacher             | Annually and as new students join the school | All physically disabled students can access broad and balanced curriculum safely and successfully. |