

# **Salendine Nook High School (Academy)**

## **Accessibility Plan (Statutory)**

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## Contents

1. Aims .....	3
2. Legislation and guidance .....	3
3. Action plan .....	4
4. Monitoring arrangements.....	7
5. Links with other policies.....	7

## 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 with disabilities to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to pupils 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.

Salendine Nook High School aims to treat all stakeholders, including students, prospective students, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled students, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled students.

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.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including senior leaders, the SENDCO and governors.

## 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 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. 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 (short/medium/long-term objectives)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils. (at KS3 where required and at KS4 through the pathway system.)</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum. (e.g. scaffolding, larger print, overlays)</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs and are communicated to all stakeholders</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• EBACC and challenge are at the heart of the curriculum for all.</li> <li>• Referral system for students is quick and efficient and access arrangements are reviewed regularly.</li> <li>• ETA training ensures specialist staff to support with needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Further refinement of Compass provision as:               <ul style="list-style-type: none"> <li>➤ More ETAs are trained to support students with specific needs.</li> <li>➤ All staff are trained how to adapt their lessons to suit different needs – 5 a day approach from EEF.</li> <li>➤ Increase the use of assistive technologies (such as reading pens) to enable access to the curriculum and promote independence.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Training needs identified and actioned via an audit.</li> <li>• CPD for teaching staff on adaptive strategies.</li> <li>• Budget line established to future proof provision and purchase proven assistive technology.</li> </ul>	<p>Senior Vice Principal and SENDCO</p>	<p>Ongoing but by October 2026</p>	<p>SEND Information Report will outline staff trained and with specialisms.</p> <p>New assistive technology will be embedded and used in lessons.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES (short/medium/long-term objectives)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment and support within it.</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Lifts available to access main reception and hall.</li> <li>• Disabled parking bays</li> <li>• Disabled toilets.</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• EVAC chair with staff trained to use this.</li> <li>• Two defibrillators with trained staff.</li> <li>• Qualified nurse and welfare room on site.</li> <li>• Improved lighting across the site.</li> <li>• Sensory room</li> </ul>	<ul style="list-style-type: none"> <li>• Add more ramps to enable access to most parts of the building at ground level.</li> <li>• Apply for CIF funding/ variation to PFI contract to gain another lift in the High Building.</li> <li>• Refresh the disabled toilets to ensure they are fit for purpose.</li> <li>• Keep EVAC and Defibrillator training up to date and expand number of staff who can use them.</li> <li>• Lighting upgrades to continue across the site.</li> <li>• All doors and signage to be upgraded to include braille.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Vice Principal to explore funding streams for upgrades to building (added complexity of PFI)</li> <li>• Head of Premises to proceed with ramps, lifts and braille upgrades to building, as far as finances permit.</li> <li>• Head of safeguarding to ensure all training is up to date.</li> <li>• Replace flooring with non – slip alternatives where funding permits</li> </ul>	<p>Principal Senior Vice Principal Assistant Principal - Safeguarding Head of Premises</p>	<p>Ongoing until October 2026</p>	<p>Increase in number of ramps around building. Signage included braille Disabled toilets refreshed. Training register up to date</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES (short/medium/long-term objectives)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<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>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Staff trained to level 2 in BSL sign language.</li> </ul>	<p>Offer sign language training to more staff.</p> <p>Induction loops available in key areas, such as reception and SEND suite.</p> <p>Year 7 information request from parents asks for any adaptations/ preferences in information delivery.</p>	<p>Ascertain which staff would like to be trained in sign language.</p> <p>Premises to investigate cost of induction loops into key areas.</p> <p>Ensure information request form is up to date</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 reviewed by the Principal, Senior Vice Principal, SENCO and the SEND Governor.

It will be approved by the governing body, at the Curriculum and Monitoring committee.

#### **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
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
  - Behaviour Policy
  - Curriculum Policy
  - Attendance Policy