



Golborne
HIGH SCHOOL

ACCESSIBILITY POLICY AND PLAN

Adopted by Governing Body: 24th September 2015

Readopted Date: 22nd September 2017

Readopted Date: 12th December 2018

1. Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995 and the Equality Act 2010. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education.

The Governing Body recognises its duty under the DDA and the Equality Act 2010:-

- not to treat pupils with a disability less favourably for a reason related to their disability;
- to make reasonable adjustments for pupils with a disability, so that they are not at a substantial disadvantage;
- to plan to increase access for pupils with a disability.

Disability is defined within the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010:-

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal day to day activities."

2. Key Objectives

This plan sets out the proposals of the Governing Body of the school to increase access to education for pupils with a disability in the three areas required by the planning duties in the DDA:-

- increasing the extent to which pupils with a disability can participate in the school curriculum
- improving the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services
- improving the delivery of information to pupils with a disability, taking account of views expressed by the pupils or parents about their preferred means of communication.

The key objectives to achieve this will be:-

- To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.
- To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

3. Principles

The Governing Body recognises its duty to:-

- ensure that compliance with the DDA is consistent with the operation of its SEND policy and any other school policy that has a focus and impact on its pupils with a disability, staff and parents/carers;
- not discriminate against pupils with a disability, staff and parents/carers in admissions and exclusions or in provision of education and associated services;
- not treat pupils with a disability, staff and parents/carers less favourably;
- take reasonable steps to avoid putting pupils with a disability, staff and parents/carers at a substantial disadvantage;
- publish an Accessibility Plan (detailed herein as follows).

ACCESSIBILITY PLAN

1. STARTING POINTS

1.1 Vision and Values

- The school's mission statement of providing opportunities that enable every pupil to have aspirations, vision and great pride in their achievements underpins our policy and practice.
- Golborne High School is inclusive and is committed to equality of opportunity for all pupils.
- The school addresses and strives to remove potential barriers to learning.
- It is the responsibility of each member of staff to support the school in identifying and removing such barriers to learning.

The main beneficiaries of the Accessibility Plan are pupils with a disability (as defined in the Disability Discrimination Act 2005) and also in the Equality and Disability Act 2010 and prospective pupils and parents/carers with a disability. Specific details of the school's work to meet the needs of pupils with a disability will be found in other documentation, including the School Improvement Plan, Departmental Action Plans, Minutes of the Governing Body and Committees.

1.2 Information from Pupil Data and School Review

- Golborne High School regularly reviews its policy and practice on inclusion and acts on the findings. Prior to transfer of pupils into Year 7 staff from school meet with primary staff, pupils and parents and gather appropriate information and profiles on the pupils who will be transferring to the school.
- We have an open admissions policy in line with the relevant Equality and Discrimination Acts which is published on the school website.
- We are committed to making reasonable adjustments to the physical and learning environment to ensure that we meet the principles enshrined in the Disability Discrimination Act so that pupils can access and benefit fully from the curriculum in its widest sense (see section 2.2 for more detail).
- Throughout the five years that pupils are at Golborne High School their progress is monitored and any underachievement identified and its causes addressed. Qualitative and quantitative information is used including academic data in line with the school policy, surveys and questionnaires.
- Where necessary, relevant information on pupils is passed on to the staff of the schools to which pupils transfer, with an indication as to which support agencies and intervention strategies have been used at Golborne High School so that continuity of provision can be provided. For GDPR purposes, this information sharing is required under the legal basis of the school's public duty.
- The school works to communicate to all the staff an understanding of the breadth of disabilities that are addressed through the Accessibility Plan and through the school's policy and practice.
- The school regularly reviews the areas of the curriculum and facilities to which pupils with a disability may have limited access and appropriate

strategies are in place to meet the learning needs of pupils in such circumstance. Such strategies include the targeted use of support staff and accommodating classes in other areas of the school.

- Physical adaptations of the building have been completed to promote access to the entire site:
 - Drop kerbs and access ramps
 - Handrails
 - Disabled toilets
 - Hygiene suite

Any future, reasonable adjustments in line with recommended practice will be made and will be fully DDA compliant

- The school monitors the learning outcomes, attainment and progress of all pupils.
- Risk assessments are carried out regularly to identify and address potential hazards/risks for all pupils and for particular individuals.
- Communication of information to pupils and parents is a clear priority and the particular needs of pupils with a disability are taken into account, for example using a range of fonts, and communication formats including digital communication providing a range of accessibility options.
- Golborne High School offers a range of activities and the school reviews such provision to ensure that it meets the needs of all pupils. The participation of pupils in such activities is monitored.
- Where external groups are using the school, consultation with them about access and the most appropriate areas of the building to use is carried out in line with our Health and Safety and Lettings policies.

The school supports appropriate staff training to meet the needs of all its pupils including for example INSET and teaching workshops on:

- Specific Learning Difficulties including Dyslexia;
- Behaviour e.g. Positive Behaviour Management and Physical Intervention;
- Physical disability e.g. Manual Handling training for staff working with pupils with physical disability;
- Communication for staff working with pupils with speech and language difficulties;
- ASD for staff working with pupils with Autistic Spectrum Disorder;
- Sensory Impairment for staff working with children and young people with hearing and visual impairment.

1.3 Views of those Consulted during the Development of the Plan

The school's plans, policies and practice are informed by consultation with pupils, parents and external organisations and services as follows:-

- The school actively seeks the views of pupils and provides forums through which they can express their views (School Council / staff consultation / parents / working groups)
- Strategic (staffing, etc.) and specific responses to advice and guidance from the specialist services are made.

- There are effective quality assurance systems in place to monitor the quality of service delivery. These include targeted meetings with parents, questionnaires, surveys and self evaluation activities.
- The school works closely with the health services and has strong links with the school nursing service. (Curriculum development, counselling, drop-in sessions, advice on meeting pupils' learning, social, physical and emotional needs).
- The school organises multi-agency meetings through which lead professionals are identified to support pupils.
- In consulting with stakeholders we address issues related to communication, the physical environment and staff development.

2. THE MAIN PRIORITIES IN THE SCHOOL'S PLAN

2.1 Increasing the extent to which pupils with a disability can participate in the school curriculum

- Golborne High School is fully accessible to all with accessibility ramps and lifts to allow all pupils to access every learning area.
- Appropriate deployment of support staff to engage pupils with a disability in developing independence, accessing the curriculum and promoting social interaction.
- High quality teaching for all to improve access to the curriculum for pupils with a disability, including using teaching approaches that promote positive pupil interaction.
- Professional development for staff as the need arises on inclusive classroom practice and on specific disability issues.

2.2 Improving the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services:

- A major programme to adapt the school building for disabled access was undertaken between July 2014 and January 2015. This included widening of the glass corridor and providing level access to this area and around school, increasing the area of the pupil entrance and providing automatic doors, providing automatic doors to the playground access, provision of a hygiene room, widening of classroom and corridor doors to provide wheelchair access, providing access ramps and handrails to external exists.
- There are three disabled toilet facilities across the school site (including the hygiene suite) to promote independence and ease of access.
- In January 2017 a DDA compliant lift was installed providing access to the first floor classrooms for pupils with a disability or limited mobility.
- Adaptions are in place for the school's one way system for pupils with a disability. Pupils are provided with a pass to leave before the bell to allow them chance to navigate the corridor, following the shortest route without a crowd present.

- Consideration will be given to the adaptation of teaching rooms should the need arise to accommodate pupils with physical needs (eg widening of doors, height of benches and desks, etc.)

2.3 Improving the delivery of information that is provided in writing to pupils with a disability:

- Should the need arise the school is able to provide audio information for pupils with visual impairments or learning difficulties and can provide pictures or symbols for pupils with communication difficulties.
- Parents and pupils will be consulted to determine preferences – this may take place at transition meetings, parents’ evenings, during parent teacher conferences or informal meetings.
- Golborne High School accesses advice, support and resources from the Local Authorities specialist services when necessary.
- The school will also make information for parents available in a range of different formats should the need arise and be mindful of font size and legibility when producing written information. Parents can access more information via the school website providing the opportunity to increase font size.
- The school uses the ‘Group Call - Messenger’ and ‘Edulink’ services to provide a more efficient and reliable means of communication with parents and improving home/school links. The school also uses social media (Twitter and Facebook) and the school website to communicate information to parents.

3. MAKING IT HAPPEN

3.1 Management, Coordination and Implementation

- The Governors, Senior Leadership Team (SLT) and all the staff of the school are committed to meeting the needs of pupils with a disability in line with relevant legislation and our Health and Safety and Accessibility policies.
- The Governors take responsibility for agreeing and monitoring the School Accessibility Plan and the relevant school policies. There will be an annual review of the priorities related to the Accessibility Plan.
- The Headteacher and SLT, working with governors, will ensure that the School Improvement Plan and the school’s self-evaluation document address issues related to access for pupils with a disability arising from self-review.
- The priorities within the professional development planning process (INSET and training) will take into account the DDA and the issues arising from the Accessibility Plan.
- SLT will ensure that when other policies are reviewed, including Health and Safety, SEND policy and the Inclusion Policy that they are linked to the School Accessibility Plan.
- SLT line managers will monitor departmental responses to the Accessibility Plan.

- The School Improvement Plan (SIP) is updated each year in the Spring Term.
- Each year in the Spring / Summer Term the governors approve the SIP and consider the budgetary implications of the plan. Part of this process will be to review the Accessibility Plan and the budgetary implications of the parts of the School Improvement Plan related to meeting the needs of pupils with a disability.
- Departmental Plans are reviewed by SLT line managers and governors on an annual basis and again the ways in which departments reflect whole-school priorities related to DDA and to the Accessibility Plan will be monitored.
- Performance outcomes, progress and attainment are monitored by SLT and the progress of cohorts, groups and individual pupils are monitored. Heads of Department are also responsible for analysing data for the pupils in their subject in line with the school policy.

3.2 GETTING ACCESS TO THE SCHOOL'S PLAN

- This Accessibility Plan will be available on the school website. If internet access is not available copies can be obtained from the school office.
- The plan will be made available in different formats, including an audio-format and in large print format as and when required.

Accessibility Plan (September 2018 – September 2021)

(as required by the Special Educational Needs and Disability Act (SENDA) 2001 and with reference to the Equalities Act 2010)

Category	Actions	Finish	Success Criteria
2.1 Improvements in access to the curriculum	<ol style="list-style-type: none"> 1. Ensure individual access plans are in place for pupils with a disability as necessary and staff are aware of individual's needs. 2. Ensure appropriate deployment of support staff. 3. Ensure support staff have relevant training on disability issues. 4. Ensure high quality teaching, through CPD for all to improve pupils with a disability' access. 5. Continue to review PE curriculum to ensure PE activities are available for all pupils. 6. Ensure educational visits are accessible to all, including proposed venues being vetted for appropriateness. 7. Audit extra-curricular activities to ensure participation of pupils with a disability. 	<p>Ongoing (Annual review)</p> <p>Ongoing (Annual)</p> <p>Ongoing (As required)</p> <p>Ongoing (Monitored)</p> <p>Ongoing (Annual)</p> <p>Ongoing (through 'Evolve' process)</p> <p>Ongoing</p>	<p>Staff are aware of pupils with a disability' needs thereby allowing them to have full access to the curriculum, working with independence when appropriate and interacting fully with peers.</p> <p>All pupils in school able to access all educational visits and take part in a range of activities.</p> <p>Evidence of participation by pupils with a disability in extra-curricular activities.</p>
2.2 Physical improvements to increase access to education and associated services	<ol style="list-style-type: none"> 1. Provide disabled access to first floor of school via lift. 2. Ensure Personal Emergency Evacuation Plans (PEEPs) are in place for all pupils' with disability difficulties. 	<p>Completed Jan 2017</p> <p>Ongoing</p>	<p>Pupils with a disability in a wheelchair can access classrooms on the first floor. All pupils with a disability and staff supporting them can be safely evacuated.</p>
2.3 Improvements in the provision of information in a range of	<ol style="list-style-type: none"> 1. Consult with parents when necessary to provide information in the appropriate format. 2. Seek advice from outside agencies on producing 	<p>Ongoing</p> <p>Ongoing</p>	<p>Parents/carers/pupils able to fully access information.</p>

formats for pupils with a disability	information in alternative formats when necessary.	(as required)	
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