Presfield High School & Specialist College

Accessibility Policy

Date Ratified: **17th January 2024**

Date for review: **17th January 2027 (Reviewed every 3 years)**

Signed:

Chair of Governors

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

This policy reflects the values and philosophy of Presfield High School in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DCSF.

Presfield High School caters for pupils with Autism and as a 'special school' focuses its resources to ensure equality of access for all pupils regardless of disability with individual needs assessed and resourced in order to ensure developmental progression in all areas.

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

The key objective of this policy is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

To meet this objective we will;

a) Education & related activities
We will continue to seek and follow the advice of LA services, and other external professionals that can support the school to ensure equality of access and developmental achievement commensurate with their potential ability.

b) Physical environment
We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities, services and fittings.

c) Provision of information
We will make ourselves aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

Accessibility Plan- Identifying Barriers to Access

Organisational	Completed	In progress	Under discussion	Not yet addressed
Are school visits made accessible to all pupils irrespective of attainment or impairment?	x			
Preparation for entry into school.	x			
Grouping of pupils	x			
Homework policy and practice	x			
School discipline and sanctions	x			
Exclusion procedures	x			
School clubs and activities	x			
School trips	x			
The school's arrangements for working with other agencies	x			
Attitudinal				
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	x			

Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	x			
Are there high expectations of all pupils?	x			
Do staff seek to remove all barriers to learning and participation?	x			
Access to the curriculum	x			
School policies, e.g. anti-bullying, SEN policies, health and safety	x			
Interaction with peers.	x			
Physical Access				
Are your classrooms optimally organised for disabled pupils?	x			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	x			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			x	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		x		
Are areas to which pupils should have access well lit?	x			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?		X hall has been adapted.		
Is furniture and equipment selected, adjusted and located appropriately	x			
Access to school facilities.	x			

Activities to support the curriculum, e.g. drama group visiting school	x			
School sports.	x			
How the school deals with emergency procedures.	x			
Breaks and lunchtimes.	x			
The serving of school meals.	x			
Curriculum Access				
Do lessons provide opportunities for all pupils to achieve?	x			
Are lessons responsive to pupil diversity?	x			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	x			
Are all pupils encouraged to take part in music, drama and physical activities?	x			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	x			
Do you provide access to computer technology appropriate for students with disabilities?	x			
Teaching and learning.	x			
Classroom organisation.	x			
Timetabling.	x			
Assessment and exam arrangements.	x			
Preparation of pupils for the next phase of education.	x			

Information Access				
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	x			
Do you have the facilities such as ICT to produce written information in different formats?	x			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		✔		
School announcements	x			
Access to information.	x			

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*Our school offers a differentiated curriculum for all pupils.* *All staff are ASD aware and quality first teaching supports ASD students* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are*	All students accessing and progressing through a well planned curriculum. Provide whole staff training to meet needs of any student.	Implement a new T&L strategy - Kagan	HDaw/LMc	Summer 24	Increased engagement

Ensure that all pupils can communicate their wishes and feelings	*appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.* *Access arrangements are sourced for all students who require them from all examining bodies* *Pupil voice is gained by the most appropriate member of staff depending on who has the best relationship with the student.* *The school's SALT offers advice when necessary in supporting students with their communication difficulties.*	All students are able to express their wishes and feelings .	Blank level question training to support the communication needs of our more complex cohort.	CS	Summer 24	Communication Styles doc in place for all students at KS3/4.

Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* ● *Clutter free environments* ● *Sensory aware displays* ● *Ramps* ● *Corridor width* ● *Disabled parking bays* ● *Disabled toilets and changing facilities* *Signage/visuals are prevalent throughout the school*	Ensure physical environment is ASD friendly	NAS Beacon Status	HDaw	Summer July 25	Achieved Beacon Staus

Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* ● *Internal signage* ● *Pictorial or symbolic representations* ● *Text/email and post for messages home.* ● *Pre warning of change where appropriate*			SALT and staff	Ongoing	

Access Plan – Physical Access

Timescale	Targets	Activities	Outcome	By When	By Whom	Success criteria
Short term						
Medium term						
Long term						

Access plan – Curriculum Access

Timescale	Targets	Activities	Outcome	By When	By Whom	Success criteria
Short term						
Medium term						
Long term						

Access plan – Information Access

Timescale	Targets	Activities	Outcome	By When	By Whom	Success criteria
Short term						
Medium term						
Long term						