

Leek High School

Accessibility Policy



1. Schools' Planning Duty

- 1.1. Schools need to carry out accessibility planning for students with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:
 - To promote equality of opportunity for disabled people: students, staff, parents/carers, carers, visitors and other people who use the school or may wish to; and
 - To prepare and publish a Disability Equality Scheme to show how they will meet these duties.
- 1.2. According to the Act, a 'disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.' The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.
- 1.3. This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.
- 1.4. In accordance with the Act the plan focuses on three 'key areas':
 - Increasing the extent to which disabled students can participate in the school curriculum;
 - Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
 - Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.
- 1.5. It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached, showing the priorities identified for action along with how they are to be addressed within a given timeframe. A series of success criteria has been set so progress and outcomes can be measured.
- 1.6. The plan is to be reviewed and updated at least every three years but revisited annually.

2. Schools Aims

- 2.1. At Leek High School we are committed to establishing equality for all students, their parents/carers, staff, visitors and other users of the school, as stated in the Mission Statement and Values of The Talentum Learning Trust.
- 2.2. In drawing up this Accessibility Plan, the school set out the following priorities:
 - To provide safe access throughout the school for all school users;
 - To ensure that the learning and teaching environment and the resources used are suitable for all staff and students, tailoring the requirements and making reasonable adjustments to suit individual needs.
 - To provide training to all staff regarding the needs of disabled people and how to make reasonable adjustments that enable them to enjoy the school experience as fully as possible.
- 2.3. Leek High School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:
 - Special Educational Needs Policy
 - Special Educational Needs and Disabilities (SEND) Information Report

Safeguarding Policy

Health and Safety Policy

Staff Related Policies – e.g. Risk Assessment, Return to Work etc.

- 2.4. This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

- 3.1. Current Activities: Increasing the extent to which disabled students can participate in the school curriculum
- 3.2. Leek High School has close working relationships with its feeder middle school and thorough transition arrangements take place in the Summer Term before transfer. This may include multi-agency meetings with parents/carers/carers and all professionals who are involved with supporting the child.
- 3.3. The school SEND policy ensures that staff identify, assess and arrange suitable provision for students with special educational needs and/or disability. Working closely with Staffordshire SEND Team, Outreach Services, Health Professionals and the Educational Psychology Service, the SENCo manages the Education, Health and Care Plan process, ensuring that additional resources, including staffing, are allocated where appropriate.
- 3.4. The school's pastoral team also provides additional support for students and supports teachers in implementing strategies for improving students' behaviour and access to learning.
- 3.5. The school works closely with specialist services, including:
- Hearing Impairment Service
 - Visual Impairment Service
 - Physical Disability Support Service
 - Educational Psychology Service
 - Special Educational Needs Support Service School Nursing Team
 - Autism Outreach
 - GPs and Paediatricians
 - CAMHS
 - Occupational Therapists
 - Physiotherapists
 - Visyon Counselling Service
- 3.6. The school's governors, teachers, teaching assistants, support staff and lunchtime supervisors have a wide range of qualifications, training and experience of working with students with a varied range of needs, including:
- Hearing Impairment Visual Impairment Physical Disability
 - Specific Medical Conditions, including Asthma, Eczema, ADHD and Diabetes Specific Learning Difficulties, including Dyslexia, Dyspraxia and Dyscalculia Autism
 - Speech, Language and Communication Needs
 - Emotional Difficulties, including Attachment Disorder or Bereavement Developmental Disorders, e.g. Foetal Alcohol Syndrome
 - Profound and Multiple Difficulties, including Specific Genetic Disorders Physiotherapy
- 3.7. Facilities and support currently on offer in school include:

Specialist areas and support for individual or small-groups
 Access to Early Help and other agencies through Pastoral Team
 SENCO and Assistant SENCO
 Visyon Counselling
 Access to the Special Educational Needs Support Service
 Access to the Educational Psychologist
 Access to the Visual and Hearing Impaired Team
 Access to Autism Outreach
 Access Technologies
 Range of Literacy and Maths Interventions
 Specific Learning Difficulties Interventions
 Access to Meadows Special School to meet individual needs
 Access to ALL extra-curricular activities and clubs, school visits,
 residential trips, instrument tuition
 Advice and support from the School Nurse Team
 Use of diagnostic assessments, e.g. Sandwell (Maths), Dyslexia and Dyscalculia screening, Cognitive
 Abilities Tests (CAT)
 Transition arrangements, planning and support

3.8. Leek High School celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all students. Resources and activities are chosen to show disability and diversity positively.

4. Current Actions: Improving Access to the Physical Environment of the School.

- 4.1. This element of the planning duty covers all areas of the physical environment, such as external areas, buildings and fixtures and fittings.
- 4.2. There are very few parts of the school to which disabled students have limited or no access following the use of the schools delegated capital funding to make minor adjustments to improve access and support the needs of its current community.
- 4.3. In addition, the environment is continually enhanced through the school's building maintenance and redecoration programme.

5. Current Actions: Improving the Delivery of Information to Persons with a Disability

School staff are aware of the services available for converting written information into alternative formats.

6. Review and Implementation

- 6.1. The Accessibility Plan is reviewed annually by the Governing Body. In addition, it will be reviewed three yearly by the school following consultation with the larger school community, parents/carers and the student council.
- 6.2. The review will look at each action and assess whether the success criteria have been met. Any actions that are incomplete or require further attention will be carried forward to the next action plan.
- 6.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty, this will be a working document where actions will be regularly reviewed.

ADOPTED BY THE GOVERNORS ON: 12 October 2017

[Reviewed and updated September 2018]

POLICY REVIEW DATE: October 2020



Accessibility Plan 2017 – 2020

Reviewed September 2018

Access to the Curriculum

Priority	Lead People	Strategy/Action	Resources	Time	Success Criteria	Review
Information for teaching staff on differentiation	JG/FO	Information for teachers on differentiating and personalising the curriculum for students with additional needs.	Preparation time Staff Meetings Learning Walks Staff Feedback	In place and ongoing	Increased access to the curriculum. Need of all learners met within reasonable adjustments. Lesson observations show that students make progress within lessons.	Range of information sheets supplied to teaching staff, based on pupil need.
	FO/CK/JG	Staff Training	INSET Staff meetings	In place and ongoing	Needs of all students fully met.	Range of training provided based on student needs.
Effective communication with parents/carers	CK/TD	Pupil Passport Meetings – Termly	TA time	In place and ongoing	Parents/carers remain fully informed.	Termly Pupil Passport Meetings have been successful and will continue.
	CK	SEND Coffee Mornings/Afternoons – Termly	SENCO time	From 17-18	Termly meeting taking place	To be in place by the end of 17-18
	CK/TD	SEND Y8 Access Arrangements	SENCO Time	In place and ongoing	Staff are fully informed of student needs/support arrangements	Effective procedures are in place for gathering and sharing information
	CK/TD	Questionnaire and consultation with parents/carers of students with SEND.	SENCO Time	From 17-18	Feedback used to inform future priorities and school improvement.	To be in place by the end of 17-18
Training for staff on increasing access to the curriculum for disabled students	CK/TD	On-going training provided dependant on student needs	INSET	In place and ongoing	Increased access to the curriculum for all students. Needs of all students fully met.	Ongoing
Use of specialised equipment to benefit individual students and staff	CK Teaching Staff Teaching Assistants	Access to Touch-Typing interventions. Aids for students with fatigue problems or physical disability. Appropriate furniture for students with physical disability. Coloured overlays for students that experience visual stress.	Specialist equipment as required	In place and ongoing	Increased access to the curriculum for all students.	Range of specialist equipment and resources, updated annually to meet the needs of all learners. Advice from PDSS
Continue to develop as a 'Dyslexia Friendly School'	CK/TD	Work with SENSS to become a more Dyslexia Friendly School	SENCO Time Cost of SENSS Advisor Training Time	In place and ongoing	Increased access to the curriculum for students with Dyslexia.	Dyslexia Friendly status achieved

Develop as an 'Autism Friendly School'	CK/TD	Tier 1 Autism Training completed by all teaching staff Tier 2 Autism Training attended by SENCO and disseminated	SENCO Time Autism Audit Training Time Staff meetings	Ongoing	Increased access to the curriculum for Autistic students. Autism Audit demonstrates classroom practice is adapted to meet the Autistic students.	Training for staff planned for 17-18 Work with Autism Outreach ongoing
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Access to the Physical Environment

Priority	Lead People	Strategy/Action	Resources	Time	Success Criteria	Review
Improvements to aid those with a visual impairment	CK/TD/PE/GF	Maintenance of external steps highlighted in yellow non-slip paint.	Budget	Ongoing	Hazards highlighted to increase safety for the visually impaired. All areas monitored and maintained.	Ongoing
Improve the quality of provision for students with specific emotional needs	CK/TD/SWG/KB	Develop the areas within school for students with additional needs.	School	For Sept	All students who need access to a safe space due to emotional needs have a designated space – identified in Pupil Passport or Pastoral Support Plan.	Student Learning Support Hub (SLSH) and Student Welfare Hub (SWH – Room 21) available.
Appropriate uses of colour schemes for internal/external decoration to benefit students with visual impairments	CK/TD/PE/GF/KB	Maintain decoration in terms of contrasting colours.	Build into maintenance budget	Ongoing	Physical accessibility of the school increased. Areas maintained on a regular basis.	Shared areas with Meadows Special School well maintained. Rolling programme of work ongoing in other areas.
Improve independent access to the school.	PE/GF/KB	Ramps to ensure access to all parts of the school building.	Cost of adjustments as required.	In place, further adjustments may become necessary depending on need.	Physical accessibility of the school increased. Disabled people have independent access.	All areas of the school are accessible although additional pathway improvement for access to Top Building is required.
Handrails/Grab Rails	PE/GF/KB	Maintain handrails around school.	Cost of new handrails/grab rails as required.	Ongoing	Accessibility of school areas increased. Physically impaired students able to access all areas. All areas reviewed on a regular basis.	Ongoing.
Provision of wheelchair accessible toilets	PE/GF/KB	Maintain a wheelchair accessible toilet and changing area.	Ongoing maintenance.	Ongoing	Physical accessibility of the school increased.	In place.
Safe access around exterior of the school.	PE/GF/KB	Ensure that pathways are kept clear. Make sure that grounds maintenance contractors know which areas to prioritise.	Cost included in maintenance contract.	Ongoing	Disabled people to move unhindered along exterior pathways.	In place and ongoing.

Disabled parking	PE/GF/KB Admin	Ensure that disabled parking spaces are always available for parents/carers, students and visitors to the school.	None.	Ongoing	Disabled badge holders always able to access disabled parking, when required. Prompt action taken for visitors who do not park appropriately.	In place.
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Access to Written Information

Priority	Lead People	Strategy/Action	Resources	Time	Success Criteria	Review
Improve sharing of information	SLT/CLG/SWG	<ul style="list-style-type: none"> Redevelop and relaunch website Further develop INSIGHT parental portal Establish regular Coffee Mornings/Afternoons Run Parental Information Sessions 	SLT/CLG time	Ongoing	<ul style="list-style-type: none"> Website reviewed for accessibility – appropriate actions identified. Website relaunched. Coffee Mornings and Coffee Afternoons in school. Parental Information Sessions held. Proportion of parents/carers accessing INSIGHT portal increased 	To be in place by the end of 17-18
Availability of written information in alternative formats.	SLT/CLG/SWG Admin	All staff and parents/carers need to be aware of services available for requesting information in alternative formats.	Contacts details and cost of translation/adaptation	Summer 2018	<ul style="list-style-type: none"> Written information available in alternative formats and languages, on request. All administration staff, parents/carers and community users know how to access alternative formats. 	In place.