



# Accessibility Plan

Policy reviewed: March 2024

Next review: March 2025

Link Staff Member: DSL

Governor Committee: S&A

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from 2024-2025
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Sale High School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding any specialist facilities where possible. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils are. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Action Plans relating to these key aspects of accessibility will be developed.

These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Admissions
  - Anti-Bullying
  - Behaviour and Discipline
  - Curriculum

- Equal opportunities
- Equality duty
- Health and Safety
- Inclusion
- SEN
- SDP

6. The School website will make reference to this Accessibility Plan.

7. The School's complaints procedure will cover the Accessibility Plan.

8. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

9. The Plan will be monitored through the Standard and Achievement Committee.

10. The School will work in partnership with the local authority and other appropriate agencies in developing and implementing this plan

11. The Plan will be monitored by OFSTED as part of their inspection cycle.

### **Financial Planning and control**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

A full audit of all areas of accessibility was carried out in February 2024 and rather than bringing forward the outstanding work from the previous plan the following improvement targets comprises the areas for improvement from the audit:

<b>Compliance with the Equality Act</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
All staff to be aware of the Equality Act 2010	Document to be shared with all staff annually and brief summary of main points to be delivered in a SIB	DSL/SENDCO	Medium	Annually	By the next review, March 2025
Consultation	Young people with SEND, their families and other stakeholders to be involved in reviewing and improving the accessibility plan.	DSL/SENDCO	Medium	Annually	By the next review, March 2025

<b>Access to the physical environment - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Disabled parking to be moved to the front area of school	Re-painting the area and making sure that the space(s) are only used for disabled. More highly visible signage	Site staff/BM	Medium	Jul 2024	
All doors to have slow-action closure	The majority of doors have this but not all.	Site staff/BM	Medium	Jul 2024	
Improving signage	As signs are improved/replaced around the building they should include positioning for	Site staff/BM	Long (on-going)		

	wheelchair users and take into account visual impairments/reduced eyesight (eg high contrast and large lettering, braille)				Costing/budgeting needed for all areas in this section.
Induction loops for reception and the main hall	Induction loops need to be fitted in reception and the main hall	Site staff/BM	Medium	By next review March 2025	
Lighting	Lighting should be suitable to meet a wide range of needs. This will be ongoing as lighting is replaced in the building (eg dimmers on lights)	Site staff/BM	Long (on-going)		
Doors	Some doors have visibility panels (glass) that is too high to see through if in a wheelchair. All doors need delay/slow closure. Part of general improvements to the building	Site staff/BM	Long (on-going)		
Disabled toilet improvements	Signage – location needs to be signposted more clearly Emergency call system Lighting needs to be improved (it is dull and dark at the moment) Grab rails Manoeuvring area to be free of obstructions	Site staff/BM	Long (on-going)		
Staff accommodation	Use of the kitchen units, sinks and taps for disabled people needs more consideration (reduce level units, sink, lever action taps)	Site staff/BM	Consideration of some improvement by the next review March 2025		
Fire alarm	Visible as well as audible fire alarms in classrooms and corridors. This will be included in planned upgrades to the system.	Site staff/BM	Long (on-going)		

**Ensuring inclusion in the school community**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
An audit of this area was carried out in February 2024 and all areas were satisfactory except for the one remaining area below.					
SEND students and families to be given more information about trips and activities well in advance so that preparations can be made	SEND students to be given additional information about trips that will enable them to plan accordingly	Trips/visits co-ordinator  SENCO	Short term. This should be included in the next set of trips and visits	By July 2024	

**Access to the curriculum - statutory**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
An audit of this area was carried out in February 2024 and all areas were positive, the one remaining area below remains a whole-school priority.					
SEND/Non-SEND progress and attainment gaps	It is a school priority to reduce these gaps over time.	SENCO All teaching staff	Long term (ongoing)	-	Monitored and improvements made every year

**Access to information advice and guidance - statutory**

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
SEN Information Report and Accessibility Plan to be made available in hard copy (on request) for those families who do not have internet access	Main office to reproduce these documents as required	Office manager and SENCO	Short term and ongoing		
Information to be available in a variety of languages	Main office/SEN dept to translate as appropriate/required	Office manager and SENCO	Short term and ongoing		
Information about school be available in a variety of formats including: <ul style="list-style-type: none"> <li>- 'easy read'</li> <li>- Large print</li> <li>- Sumbols</li> <li>- Audio</li> <li>- braille</li> </ul>	Main office/SEN dept to produce as appropriate. In the longer term these resources to be prepared in advance.	Office manager and SENCO	Short term and ongoing		