



# Longridge High School

## ACCESSIBILITY

## POLICY AND PLAN

### 2024-2025

Date Document Created	Date approved by Governing Body	Date of next Policy Review
November 2024	November 2024	November 2025
Completed by: Jane Green		

## **1. Introduction**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if: (a)

He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Longridge High School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will take positive action with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This policy aims to ensure that, through careful planning, barriers to learning are, over a period of time, eliminated.

## **2. Aims and Objectives**

- to ensure that all pupils have equal access to a broad, balanced and differentiated curriculum;
- to provide access to the curriculum for disabled pupils without disadvantaging the education of other pupils in the school;
- to ensure disabled pupils can participate fully in extra-curricular activities, clubs and school trips;
- to continue to improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and to improve the availability of accessible information to any disabled person;
- to challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion;
- improve the availability of accessible written information.

## **3. Scope of the Plan**

**Increasing the extent to which disabled pupils can participate in the school curriculum by:**

- monitoring those areas of the curriculum that are normally difficult for disabled pupils to access; where necessary, re-rooming to more easily accessible classrooms;
- further investigating what support or alternative approaches can be adopted to increase the choice/participation of disabled pupils;
- exploring alternative provision and collaboration that will assist disabled pupils to learn, including liaison with the LA Special Educational Needs and Disabilities Team.

The school will adapt the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum such as participation in after-school clubs and activities or school visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist advisers and health professionals.

**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

The school has three disabled toilets and a lift. All entrances have ramps. There are also several designated parking spaces in close proximity to the main school entrance.

We have moved the SEND base to the school's ground floor, near the front entrance, to ensure it is accessible to all.

The school will continue to 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 and fittings.

**It will strive to improve communication by:**

- produce all school literature at the correct font size to help visually impaired pupils;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school will monitor ways to improve the delivery of written information to pupils, staff, parents and visitors with disabilities and make full use of local services for providing information in alternative formats (e.g. Braille or audio) when required or requested.

#### **4. Financial Planning and Control**

The Headteacher, with the Senior Leadership Team, will review the financial implications of the School Accessibility Plan as part of the normal budget review process.

#### **5. Implementation**

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;

- encouraging liaison between other local schools including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- providing information regarding all services available to support the school and staff.

## **6. Monitoring**

Monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to future action planning. Areas to be monitored include:

- improvement in physical access to the school site as required;
- provision of information and training for staff to ensure that they are able to support pupils with a range of disabilities, that they have high expectations of all pupils, and that they strive to remove barriers to learning and participation;
- Information and training provision to enable staff to conduct lessons and meetings in a userfriendly way;
- success in meeting identified targets;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of school life.

The Governing Body has overall responsibility for the operation and monitoring of this plan. The Headteacher will have responsibility for the co-ordination of the physical and information access aspects of this plan.

The Plan will be reviewed every three years and approved by the Governing Body.

## **7. Accessing the School's Plan**

The plan will be available on the school website.

## **8. Related Policies**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Equality Policy
- Health & Safety Policy
- Behaviour Policy
- Special Educational Needs and Disability Policy

## **9. Targets**

- To continue to improve access to the physical environment for all, ensuring the highest levels of safety

- Increasing access for disabled/SEND students to the curriculum.
- Review all information and ensure that it is accessible to pupils, staff, parents and visitors.

## Longridge High School Accessibility Plan 2024 - 2025

Target	Strategies	Timescale	Responsibility	Cost	Success criteria
The school is fully compliant with the statutory duties related to accessibility detailed in the Equality Act 2010 and governors are clear about their legal duty and the requirements of current legislation.	Accessibility Plan updated and becomes an annual agenda item on the Learning Environment Committee Meeting.	November 2024	Chair of Governors	N/A	All Governors are aware of their responsibilities.
<b>Physical Environment</b>					

<p>The school is aware of and acts upon the access needs of all children, staff, parents and Governors with a disability.</p>	<p>Create access plans for pupils, staff, parents and Governors when required.</p>	<p>As necessary</p>	<p>SENCO and SBM</p>	<p>N/A</p>	<p>Healthcare plans are in place for pupils and risks assessed for others as necessary.</p>
<p>Ensure all pupils, staff and visitors with a disability can be safely evacuated.</p>	<p>Data collection sheets establish needs of pupils.</p>	<p>July prior to intake and sheets for pupils admitted to school in year admissions.</p>	<p>SENCO and Pastoral Leaders</p>	<p></p>	<p>Needs of pupils are disseminated and met. Staff are fully briefed on any access issues.</p>
	<p>To be aware of staff, governors and parents access needs and make any necessary adjustments to school events</p>	<p>As necessary</p>	<p>SENCO and SBM</p>	<p>N/A</p>	<p>Individual needs are met.</p>
	<p>To consider access needs during the recruitment process.</p>	<p>As necessary.</p>	<p>Headteacher/ HR Manager/ SBM</p>	<p>N/A</p>	<p>Individual needs are accommodated.</p>

	Review evacuation procedure and put in place Personal Emergency Evacuation Plans (PEEP) for any pupil or member of staff with a disability. PEEPS are reviewed every year.	September and when pupils with additional needs are admitted onto roll at other points in the year.	SENCO /SBM		Fire evacuation plan and training for all staff is completed thus ensuring all students with a disability and staff working alongside them are safe in the event of a fire.
	Ensure that all visitors to the site are aware of their responsibilities in the event of an evacuation.	Ongoing	Business Manager	N/A	All visitors are aware of the fire evacuation procedures including muster points.

Improve access and movement pupils, staff and visitors with a disability	Ensure all areas of school can have wheelchair access & that egress routes are visually checked on a weekly basis	Ongoing	Business Manager/ Site supervisor	N/A	Evacuation routes are safe for pupils, staff and visitors.
	Improve signage and external access for visually impaired e.g. use of yellow strip marking step edges	Ongoing	School Operations Manager.		Signage is clear for all.
	Floor surfaces both inside and outside the building are safe for both VI and physically disabled	Ongoing	Site staff.		Internal floor surfaces are even with all trip hazards removed. External floor surfaces are free from pot holes, with any trip hazards clearly marked.
	Complete VI and HI audits and take any recommended action.	As required.	SBM		
	Pupils returning to school following accidents etc have safety plans in place	As necessary.	SBM		All staff are fully briefed as to the plans for

	to support movement around the building.				individual pupils returning to school.
<b>Curriculum</b>					
High quality teaching and learning provision for pupils with SEND.	Regular targeted monitoring of achievement and T&L provision for students with SEND	Reviewed at data collection points.	SENCO / SLT		Increase in achievement of pupils with SEND.
Classroom teachers and support staff are appropriately trained in supporting SEND.	Through curriculum intent and adapting lessons.	Annual CPD.	SLT		Through whole school QA processes
Ensure that all staff are aware of the guidance on accessible formats	Where necessary, change the delivery of written information into an appropriately sized format for pupils with a visual impairment	As and when deemed necessary.	Classroom teacher		Through whole school QA processes
	Provide dyslexia guidance for all staff on the use of coloured overlays, reading rulers, coloured backgrounds on Smart Board files /worksheets etc.	Yearly	SENCO/Specialist teacher		Through whole school QA processes
Ensure involvement of all pupils in the full curriculum, including PE, and visits and enrichment activities.	Ensure venues are assessed for suitability of provision.  Engagement with parents/ carers on accessible enrichment provision	As necessary  Termly	EVC/Trip leaders/Business Manager	N/A	All pupils take part in whole curriculum and are included in visits and extracurricular activities.

			Enrichment co-ordinator.		
Ensure that classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of pupils and adults alike	Review and implement an appropriate layout of furniture and specialist equipment to support the learning process in individual classrooms and other learning environments e.g. sports hall/arts theatre.	September and as necessary.		N/A	Parents and carers of pupils with disabilities are aware of the provision available.  Increased uptake of pupils with disabilities in enrichment activities including sporting activities.  Pupils with disabilities have additional needs met.
	Seek support from and liaise with LCC with regard to provision for children with hearing, visual or physical impairments	As necessary.	SENCO		Additional support made available.
Access arrangements are in place to meet individual needs when taking standardised tests and the appropriate level of support provided	Carry out appropriate testing and ensure that results and reports are submitted in order to support the application for access arrangements	Throughout the year.	SENCO /Access arrangements coordinator		Pupils who need additional support have the appropriate access arrangements.
Use ICT software to support learning	Ensure that ICT software to support individual needs is installed where needed.	As necessary.	Network Manager	.	Pupils with additional needs have access to relevant software to support their learning.

**Communication**

<p>Review all information and ensure that it is accessible to pupils, staff, parents and visitors.</p>	<p>Information will be available on the website and on request. When required, the school will provide information in a format that best makes it accessible to the person with additional needs. For example:</p> <ul style="list-style-type: none"> <li>• In different formats such as large print, braille, coloured paper etc.</li> <li>• Information available in other languages.</li> </ul>	<p>On going</p>	<p>SBM</p>	<p>All parents/ carers and pupils can easily access information.</p>
<p>Improve signage within the school.</p>	<p>Review signage and include symbols on signs where possible.</p>	<p>On going</p>	<p>SOM/ Site team</p>	<p>Clear instructions for everyone</p>