



# PATCHAM HIGH SCHOOL

One Team, One Dream

## **ACCESSIBILITY POLICY**

Date Reviewed: May 2021

Date of next Review: May 2024

*At Patcham High School we are committed to being a school for all and consider ourselves a proactive community who promote inclusivity and celebrate diversity. We are an Anti-Racist School who endeavor to create an environment which allows all our pupils and staff to thrive and learn from each other's differences; experiences, cultures, backgrounds, identities and abilities. It is our intention to ensure that all students are supported to be proud of themselves, respect each other and ultimately succeed as young adults. We are particularly conscious of the need to ensure the identities of those from minority groups are acknowledged and celebrated in every field, at all times, every day whether students of colour or LGBTQ+ we have an overall aim of providing equal opportunities for all by having One Team and One Dream.*

# **Patcham High School Accessibility Policy**

Patcham High School's Accessibility Policy is used in conjunction with and to advise other school documents and policies, such as:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Policy
- Health & Safety Policy
- School Improvement Policy
- Special Educational Needs Policy
- Teaching and Learning Policy

Patcham High School is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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.

The Accessibility Policy is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## **Objectives**

The Patcham High School Accessibility Policy demonstrates our commitment to enabling access for pupils with disability, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

We are committed to auditing and reviewing our current activities, devising actions, setting goals and targets, implementing Policies and evaluating them for impact. These may result in a specific Policy being devised in relation to a key area of focus or key accessibility need.

To achieve this we will:

- Continually review the environment of the school, the way we Policy, prepare and deliver the curriculum, the information we provide for students so that we can improve the access for both individuals and groups
- Work to provide an atmosphere where students feel safe and valued
- Promote the understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability
- Examine those parts of our active and extra-curricular activities which may have limited access for students with a disability and see how we can work to overcome these barriers.

Monitoring and development of accessibility within Patcham High School through a commitment to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made

available in various preferred formats within a reasonable timeframe.

- The Access Policy will be overseen and reviewed by the governing body and its committees.
- The governing body will monitor implementation of the policy and specific Policies through the Headteacher’s report, governor visits and the SEN Governor who meets regularly with the SENDCO.
- The Policy will be evaluated regularly, informed by discussions with disabled students, staff and parents and analysis of data on progress and attainment of disabled pupils.

The detailed action Policy can be found below:

## **Accessibility Action Policy 2021-2024**

### **Strand A: Increasing the extent to which disabled pupils can participate in the curriculum**

<b>Targets</b>	<b>Strategies</b>	<b>Timeframe</b>	<b>Lead responsibility</b>
Provide more information to staff regarding specific needs of named students	Raise awareness of students’ needs through ILPs and recording of interventions on the provision map	Short term	SENCO
	Staff training on graduated approach to identifying and supporting SEN students	Short term	SENCO
	Progress data to be better informed through staff access to 4 Matrix	Short term	Deputy Head – Assessment and Reporting
Improve access to the curriculum with the purchase of	Audit use of technologies to ensure current provision is effective.	Medium term	SENCO/Network Manager
		Medium term	SENCO

specialist equipment for targeted students	Invest in iPads, Laptops and Specialist software as appropriate and as funds allow.		
Provide Staff training to further improve outcomes for students with SEN	TA training to be directly linked to areas of student need. Incorporate staff CPD into Appraisal review forms Training to be offered to teaching staff by specialists as identified through assessment section of graduated response process Support departmental areas in developing differentiation strategies Use student shadowing and learning walk data to highlight training needs	Short term Short term Medium term Medium term	SENCO SENCO SENCO SENCO
Improve staff understanding of how to make visual material more accessible to students	On going observations and feedback from VI specialist	Medium term	SENCO
Improve staff knowledge and skills in differentiating materials according to student need	Staff training delivered both in-house and from specialists. Training to be both need and student focussed	Medium term	SENCO
Provide increased support for students with emotional and behavioural needs	Further develop links with designated PMHW Use of standardised tests such as DRA and ACCESS to further identify areas of concern.	Short term Short term Medium term	Bridge Learning Mentor SENCO SENCO
Increase literacy/ numeracy levels	Appointment of Ralph the school dog to help students with reading needs  Appointment of English and Maths coaches to work with named students	In place In place	Bridge Mentor  Headteacher

Improve staff knowledge of specialist 'languages'	Staff training in Makaton, Braille and signing when appropriate	Long term	SENCO
Improve access for disabled students to extra-curricular activities	More use of green disabled minibus for those with physical disability. Consider barriers to accessing activities and work with students to consider strategies.	Long term Long term	Business Manager SENCO

## Strand B: Improving the Physical Environment of the school

Targets	Strategies	Timeframe	Lead responsibility
Improve access arrangements for those with physical disability	Improve disabled access for specific needs Allocated parking space for disabled access to be left free of other cars in it	On going Long term	Business Manager
		Short term	Business Manager
Improved Classroom access	Make adjustments to classroom layouts to ensure wheelchair access is possible in every room Purchase specialist furniture eg high desks	Long term Medium term	Business Manager
Staff training	Ensure better coverage of staff training on specialist equipment eg Evac chairs Review of job descriptions for new support staff to ensure that meeting the medical needs of disabled pupils is included	Medium term Short term	SENCO
			Business Manager

## Strand C: Improving the availability of accessible information to disabled pupils

Targets	Strategies	Timeframe	Lead responsibility
Improve access for students with visual impairments	<ul style="list-style-type: none"> <li>• Improve awareness of how font size and page layouts can support pupils with visual impairments. Liaise with BHISS with regards specific needs and appropriate adaptations</li> </ul>	Long term	SENCO
	<ul style="list-style-type: none"> <li>• Audit the school library to ensure the availability of large font and easy read texts to improve access</li> </ul>	Medium term	SENCO
	<ul style="list-style-type: none"> <li>• Audit signage around the school to ensure that it accessible to all</li> </ul>	Medium term	SENCO