



# Accessibility Plan

# Tytherington School

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**Next review due by: February 2022**

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## **1.Context**

The SEN Code of Practice 2014 states that schools must publish accessibility plans setting out how they plan to increase access for disabled students to the curriculum, the physical environment and to information.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in three areas.

The aim of the Accessibility Plan is to:

- Increase the extent to which disabled students can participate in the curriculum;
- Improve the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled students

The school has a set of action plans detailing how it will address the priorities identified in the plan.

## **2.Review of policy**

The plan is to be reviewed annually and updated as and when changes occur. This is to be recorded in the notes of the Student Performance, Curriculum and Staffing Committee.

## **3. Aims of policy**

Tytherington School is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We work with the sensory support service to ensure that we are informed of any difficulties that students with VI or HI have in accessing the school site.

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.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents/carers, staff and governors of the school.

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

## **5. School Ethos, Vision and Values**

We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We will not tolerate harassment of disabled people with any form of impairment and will also consider students who are carers of disabled parents.

This document is to be read in conjunction with the following policies:

- Conduct and Safety Policy
- Behaviour Policy
- Equality Policy
- School Development Plan
- SEND Policy
- Safeguarding Policy
- Anti-Bullying Policy and Code
- ICT user policy

### **5.1 What do we understand by 'disability'?**

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities'. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities regardless of their effect.

The disability provisions in the Equality Act are different from those of other protected characteristics. Rather than just treating a person with a disability equally with those that don't, there are times when they should be treated more favourably in order for them to be able to benefit from what we offer to the same extent as a person without a disability.

We will make all reasonable adjustments to ensure that members of our community with a disability are fully included in our school.

The group Disability Equality in Education (DEE) recommends that all students with SEN and those with long-term medical needs be treated as disabled for the purposes of equality legislation. This is in addition to all students with long-term impairments, which have a significant impact on their day-to-day activities.

We understand that the definition of disability under the Equality Act 2010 is different from the eligibility for special educational needs provision. This means that disabled students may or may not have special educational needs.

### **5.2 The School's Strategic Priorities**

The whole school priorities identified in the School Development Plan will incorporate the needs of all members of the school.

### **5.3 Strengths and Weaknesses**

The school values actively promote an environment of equality and inclusion for all members of its community.

Any shortfall in the school's physical environment are clearly identified and prioritised in the Accessibility Action Plan.

## **6. The General Duty**

As laid out in our Equality Policy, in the same way that we will address the concerns of all people affected by discrimination, we make the following commitments in relation to people with disabilities:

- We will work towards eliminating discrimination and other conduct that is prohibited by the Equality Act 2010.
- We will advance equality of opportunity between people who have a disability and people who do not.
- We will foster good relations between people who have a disability and people who do not.

We recognise that the disability provisions in the Equality Act 2010 are different from those of other protected characteristics. Rather than just treating a person with a disability equally with those that don't, there are times when they should be treated more favourably in order for them to be able to benefit from what we offer to the same extent as a person without a disability.

We will make all reasonable adjustments to ensure that members of our community with a disability are fully included in our school.

### **6.1 How will we meet the General Duty**

The production of this accessibility plan provides us with a framework for integrating disability into all aspects of school life and it demonstrates how we are seeking to meet the specific duty.

These actions are clearly identified in the 'Action Plan' and, following consultation with appropriate stakeholders; further strategies to enhance our provision may be included.

### **6.2 Involvement of disabled people in developing the Scheme**

It is the intention to consult with all stakeholders (students, parents/carers, regular visitors to the school) with disabilities to aid in the development of this scheme by taking account of their views when making appropriate adjustments. This consultation process will be on-going.

The 'Action Plan' will be available to all stakeholders and the progress made will be reported annually.

### **6.3 Developing a voice for disabled pupils, staff and parents/carers**

Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

## **6.4 The Governing Body**

Meetings of the Governing Body are accessible to all. The body includes the correct quota of parent representatives and their contact details are published in school documentation. When vacancies arise the position is open to all eligible parties and a fair election is held.

## **6.5 Removing barriers**

Physical/curriculum/communication barriers to making the school more accessible are detailed in the 'Action Plan'.

## **6.7 Disability in the curriculum, including teaching and learning**

Schemes of work/individual lesson plans will clearly highlight if special considerations need to be made to allow full access to all aspects of the lesson for all students. Any necessary additional equipment/resources will be provided by the school or outside agencies.

## **6.8 Eliminating harassment and bullying**

Please refer to the school's anti-bullying policy.

## **6.8 Reasonable adjustments**

The views of students and parents are regularly collected. All new parents and families to the school are made aware of the school's physical accessibility, as appropriate, and individual family needs are recorded.

## **6.9 School facility lettings**

Areas of the school used by the community are accessible by all. The disabled parking spaces are located as close as is practicable to the ramped school entrance. The number of spaces are increased to meet individual needs, for example for pregnant members of staff and for staff and visitors with interim mobility needs.

## **7. Contract and procurement**

Any outside contractor being employed by the school will be required to support the school's disability awareness procedures.

## **8. Information, performance and evidence**

### **a) Student Achievement**

Appropriate data for all students is analysed at least 3 times each year

### **b) Learning Opportunities**

In the case of on-site facilities not being suitable for any student, alternative arrangements will be sought.

### **c) Admissions, Transitions, Exclusions**

Entry to the school, at any level, will be based purely on the school's Admissions Policy. Likewise, all students facing potential exclusion will be treated fairly following the school's Exclusion Policy.

#### d) Social Relationships

All students new to the school, irrespective of year group, will follow the relevant induction process. If it is deemed appropriate, tutor/teaching groups will be briefed as to how they can/should respond positively to a newcomer with a disability. This will always be carried out sensitively following consultation and approval from the incoming student/parents. Work in our ROSE Day programme delivers information to help all students in their understanding of the needs of everyone in our school community.

#### e) Employing, Promoting and Training Disabled Staff

There will be no discrimination on the grounds of gender, race, marital status or disability in the recruitment and selection process. The aims of the recruitment and selection process will be to ensure that equality of opportunity is considered as an integral part of recruitment practice, thus encouraging diversity by reducing unnecessary barriers. Adjustments to enable disabled candidates to meet the requirements of the post will be considered.

### 3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with The Equality Act 2010

| Aims  | Current good practice<br>Include established practice and practice under development   | Objectives<br>State short, medium and long-term objectives  | Actions to be taken  | Person responsible                                | Date to complete actions by   | Success criteria   |
|---|--|---|--|---|-------------------------------|--|
| <i>Increase access to the curriculum for students with a disability</i> | <p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with</p> | <p><b>Short Term</b></p> <p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs</p> <p>Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</p> | <p>Curriculum continually adapted in response to changing needs as informed by the SENDCO/SEND leads</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises</p> | <p>SENDCO to oversee</p> <p>SENDCO to oversee</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Students making expected or better progress. Learning Walks ensure this is embedded in lessons.</p> <p>Staff are confident at using suggested strategies, Students benefit from an adapted delivery of curriculum appropriate to needs.</p> |



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|   | <p>additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p> | <p><b>Medium Term</b><br/>Ensure that we have succession planning in place for every specialist role within Learning Support so that we will always have the expertise required within the team despite changes to staff.</p> | <p>Performance management and Further Professional Learning needs identified</p>   | <p>PM Link to advise and direct training needs for staff</p> | <p>Ongoing</p>   | <p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met</p> |
|   |  | <p><b>Long Term</b><br/>PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.</p>   | <p>Recommendations from OT and PT services are actioned. Alternative and adapted equipment to be purchased if necessary.</p> | <p>SENDCO and PE dept</p>                                    | <p>Ongoing</p>   | <p>All students access 100% of PE lessons regardless of activity.</p>   |
| <p><i>Improve and maintain access to the physical environment</i></p> | <p>The environment is adapted to the needs of students as required.</p>                                  | <p><b>Short Term</b><br/>Students with specific needs have all the appropriate</p>  | <p>Purchase of specialised ergonomic chairs to</p>   | <p>SENDCO, OT and PT</p>                                     | <p>Annually.</p> | <p>Sep 2020 and ongoing.</p>  |

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|  | <p>This includes:</p> <ul style="list-style-type: none"> <li>☑ Ramps</li> <li>☑ Lift</li> <li>☑ Corridor width</li> <li>☑ Accessible parking bays</li> <li>☑ Accessibility toilets and changing facilities</li> <li>☑ Stair lifts</li> <li>☑ High visibility strips to mark stairs, hand rails and vertical support post</li> </ul> | <p>equipment and furniture.</p>   | <p>assist access to the school environment as needed.</p>   |                            |                |   |
|  |   | <p>Personal evacuation plans for identified vulnerable students.</p>  | <p>Develop PEPs for specific students. LSAs informed of which students they are responsible for in an emergency situation. PEP forms are stored with emergency evacuation register held by SEND lead and brought to the evacuation point.</p> | <p>SENDCo</p>              | <p>Ongoing</p> | <p>Identified students are aware of their PEP. Completed PEPs in place for all identified students.</p> |
|  |   | <p><b>Medium Term</b><br/>To install use of yellow/ fluorescent warning strips on vertical posts, steps and handrails, to support students with VI.</p> | <p>All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and</p>  | <p>SENDCo/SITE Manager</p> | <p>Ongoing</p> | <p>All students with VI are able to navigate successfully around school safely .</p>                    |

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|  |  | <p><b>Long Term</b><br/>To ensure that all new and existing buildings and rooms allow independent access for all</p> | <p>maintained all year round. New plans to be closely monitored. Ensure total compliance with building and DDA regulations.</p> <p>New plans to be closely monitored. Ensure total compliance with building and DDA regulations.</p> <p>Increase the number of automated doorways for students who would ordinarily rely on LSA or teacher support to open doors. Ensure that all fire exits are suitable for all students, including those with mobility issues or wheelchair users.</p> | Site Manager | Ongoing | <p>All students are able to independently access all areas of school both internally and externally. Students are able to independently navigate the whole building unaided. With the exception of upper story classrooms without a lift in operation.</p> |
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## Appendix 1: Accessibility Plan

| The | Issue   | Green | Amber | Red | Action plan   | Cost |
|-----|---|-------|-------|-----|---|------|
| 1   | Is furniture and equipment selected, adjusted and located appropriately?                                    |       |       |     |   |      |
| 2   | Are Pathways and routes logical and well signed?  |       |       |     |   |      |
| 3   | Do you have emergency and evacuation procedures for specific students with a disability?                    |       |       |     | N/A   |      |
| 4   | Is appropriate furniture and equipment provided to meet the needs of individual students?                   |       |       |     | Yes – laptops are provided where necessary, as well as height adjusting furniture           |      |
| 5   | Do furniture layouts allow easy movement for students with disabilities?                                    |       |       |     | Seating plans are used to ensure that students with disabilities are seated appropriately.  |      |
| 6   | Are quiet rooms/ calming rooms available to children who need this facility?                                |       |       |     | Yes. Student can use the LS Hub & Bridges   |      |
| 7   | Are car park spaces reserved for disabled people near the main entrance?                                    |       |       |     | Yes.  |      |
| 8   | Are there barriers to easy movement around the site and to the main entrance?                               |       |       |     | Yes. There are a number of flights of stairs around the outside and inside of the building. |      |
| 9   | Are steps needed for access to the main entrance?   |       |       |     | No.   |      |
| 10  | Do all those steps have a contrasting colour edging?  |       |       |     | Colour edging updated September 2020  |      |
| 11  | If there are steps, is a ramp provided to access the main entrance?   |       |       |     | N/A   |      |
| 12  | Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?              |       |       |     |   |      |
| 13  | Is it possible for a wheelchair user to get through the principal door unaided?                             |       |       |     |   |      |
| 14  | If no is an alternative wheelchair accessible entrance provided?  |       |       |     |   |      |
| 15  | If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? |       |       |     |   |      |

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| 16 | Do all internal doors allow a wheelchair user to get through unaided?                                |  |  |  | No, the majority of doors require assistance to open.  |  |
| 17 | Do all corridors have a clear unobstructed width of 1.2m?  |  |  |  |  |  |
| 18 | Does each block have a wheelchair accessible toilet?   |  |  |  | There are four disabled toilets in school: <ul style="list-style-type: none"> <li>• PE corridor (which could also act as changing room)</li> <li>• Reprographics</li> <li>• Sixth form block</li> <li>• Jubilee block</li> </ul> |  |
| 19 | Does the relevant block have accessible changing rooms/ shower facilities?                           |  |  |  | There is a disabled toilet in the PE office that can be used.  |  |
| 20 | If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?  |  |  |  | Updated Sep 2020   |  |
| 21 | Is there a continuous handrail on each internal stair flight and landing?                            |  |  |  | Updated Sep 2020   |  |
| 22 | Do the blocks have a lift that can be used by wheelchair users?                                      |  |  |  | There is a lift in the jubilee block and also by the refectory.  |  |
| 23 | Do you have any sort of mechanical means provided to move between floors? If, yes please state.      |  |  |  |  |  |
| 24 | Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? |  |  |  |  |  |
| 25 | Are non-visual guides used to assist people to use the buildings?                                    |  |  |  | N/A  |  |
| 26 | Could any of the décor be confusing or disorientating for students with disabilities?                |  |  |  | The walls are neutrally painted.   |  |
| 27 | Is a hearing induction loop available (either fixed or portable) in the school?                      |  |  |  | Available in Jubilee Block   |  |
| 28 | Do emergency alarm systems cater for those with  |  |  |  | In the music areas we have some flashing   |  |

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|  | hearing impairment? (e.g. flashing light) |  |  |  | beacons which will alert the students if they are wearing headphones. |  |
|--|---|--|--|--|---|--|