

Accessibility Plan



Schools are required under the Equality Act 2010 to have an accessibility plan. The aims of this plan are to:

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

An individual is defined as disabled if they have a physical or mental impairment that has a 'substantial' or 'long-term' adverse effect on their ability to undertake normal day to day activities. The SEN Code of Practice defines 'long term' as a year or more, and substantial 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. Schools must remove the barriers students face because of their disability so they can access and participate in education in the same way, as far as is possible, as someone who is not disabled.

Action Plan

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

Cheshire East guidance to assist with this:

<https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/january-2024/5.-ce-toolkit-for-inclusion-reasonable-adjustments-section-9.pdf>

Aim	Current good practice	Targets	Actions to achieve these	Person responsible	Date to complete actions by
Increase the extent to which disabled students can participate in the full Formal Curriculum offer	Resource Provisions Curriculum Offer Student passports Access Arrangements	Develop adaptive teaching across using the learning passport	See school improvement plan	Nina Firth	July 2024
		Review curriculum model to develop Curriculum for Success at key stage 4	Development of the 8-10 qualification offer at KS4	Ceri George	July 2025
Increase the extent to which disabled students can access help and support	Progress House Wellbeing Hub SEN Team SEN vulnerable student access at breaktime and lunchtime Bespoke support through EHCPs Seating plans	To audit the extent to which disabled students are accessing help and support where this is needed	Our School Our Voice activity	Daf Jones Lisa Frankham	December 2024
Increase the extent to which disabled students can participate in the full Wider Curriculum offer	Participation in Wider Xtra clubs including specific clubs run by students e.g. BSL club Student Council and Student Parliament representation DofE expeditions planned to accommodate students with disabilities including specialist support staff Aspirations programme prioritises students for careers interviews/ work experience placements	Increase number of opportunities and improve promotion of these clubs/opportunities Continue to improve the information gathering and sharing process to ensure students' needs are met in extra-curricular environments	Analyse participation numbers Use of student voice in Our School Our Voice to improve provision	Dave Spence	December 2024

Aim	Current good practice	Targets	Actions to achieve these	Person responsible	Date to complete actions by
Increase the extent to which disabled students can participate in educational visits	Category 3 provision for students with complex needs Medical Needs Coordinators play key role in Ed Vis process SENCO liaison Duke of Edinburgh expeditions planned to accommodate students with disabilities SEN Team organise many activities and enter local sports competitions Lease of a minibus with disability (wheelchair) access	Increase the number of visit opportunities for disabled students Continue to improve the educational visit process to ensure that there is equal access for all students	Analyse visit participation by PP and SEN, with disability looked at specifically Include accessibility to visits as a standing agenda item at weekly calendar meetings Add further accessibility questions to educational visits process	Mark Vincent	July 2024
Increase the extent to which disabled students are represented within the curriculum	All students learn about Protected Characteristics and Fundamental British Values through Wider Curriculum lessons <input type="checkbox"/> Wider Curriculum lessons on inclusion <input type="checkbox"/> All Year 8 and Year 7 students involved in Eco-award project and social action	Look at having specific focus on disability and inclusion in Wider Curriculum lessons Develop use of external speakers further Wider Curriculum lesson resources to include subtitles	Review Wider Curriculum provision and outline of the Citizenship Curriculum Journey Audit of curriculum teams to assess visibility of disability inclusion in curriculum offer	Dave Spence Colette Craddock	December 2024
Improve the physical environment of the school to enable disabled students to take better advantage of the education, benefits, facilities and services provided	Ramps/ dropped kerbs Lift access to almost every teaching space Evacusafe Chairs distributed around school Well distributed disabled toilets and changing facilities Arrangements for pick ups/ drop offs	Improve adaptations for students with a Visual Impairment Review the learning environment to support the needs of neuro-diverse students	Implement recommendations of Sensory Inclusion Service - Environmental Audit (24 Apr 2024) Learning Environment Review	Gareth Crookes Dan Conley	Sep 2024 Dec 2024

Aim	Current good practice	Targets	Actions to achieve these	Person responsible	Date to complete actions by
Ensure that reasonable adjustments are made with regards to school practices and rules	Serious Incident Form protocol SEN support Staged progression of support – Student Services, Progress House, G8way	To support reasonable adjustments by developing the use of: <input type="checkbox"/> Progress House <input type="checkbox"/> Reflection Base <input type="checkbox"/> Seclusion To enhance practice of documenting SEN support through reasonable adjustments	Increase the use of the bases for whole school support and reflection To develop the recording and reporting of SEN support and evidencing of impact	Simon Mackintosh	October 2024
Improve the availability of accessible information to disabled students	Internal signage at the right height Large print Pictorial representations Subtitles on presentations / noticeboard videos and assemblies	All videos used across the curriculum set to include subtitles Signage and information around the school site designed with disability accessibility	Curriculum Teams and Wider Curriculum leads to prioritise accessibility when producing resources – particularly digital Student Noticeboard to be accessibility-proofed before published	Mark Vincent	Summer 2025