

# ACCESSSSIBILITY PLAN

**Date:** October 2022

## Document Control

<b>Organisation</b>	Falinge Park High School
<b>Title</b>	Accessibility Plan
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## Revision History

<b>Revision Date</b>	<b>Revisor</b>	<b>Previous Version</b>	<b>Description of Revision</b>
October 2017	Julia Turrell	October 2014	In consultation with Senior Leadership Team
February 2020	Janice Allen	October 2017	Changes to reflect the building work
October 2022	Julia Turrell	February 2020	Updates. New objectives created which relate to the 3 overarching aims.

## Document Approvals

This document requires the following approvals:

<b>Approval Sought From</b>	<b>Name</b>	<b>Date</b>
Chair of Governors	Paul Young	October 2022

## Document Distribution

This document will be distributed to:

<b>Individual/Group</b>	<b>Job Title/Group Type</b>	<b>Distribution Date</b>
All staff	All titles/groups	October 2022

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### 1. Aims

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

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We recognise the need to provide adequate resources for implementing this plan and will regularly review it.

This document will outline our current status and future plans. The key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

The plan will be made available online on the school website, and paper copies are available upon request.

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 and as a maintained school we work closely with Rochdale Local Authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The development of this accessibility plan involves a range of stakeholders, including pupils, parents, staff and governors of the school.

### 2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a curriculum structured to meet the needs of all pupils</li> <li>• We use resources, including the use of technology, tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>	<p>To develop our teaching practice to improve learning for all to enhance access to the curriculum</p> <p>To ensure that all pupils with disabilities are able to access the same wider curriculum opportunities as their peers</p>	<p>CPD on Learning for All based around EEF SEND in Mainstream Schools guidance delivered through weekly inset</p> <p>Monitoring of our provision for pupils with disabilities, including within our Teaching and Learning Reviews</p> <p>Monitoring that pupils with disabilities are involved in the wider curriculum</p>	<p>JT &amp; SY</p> <p>JT/DW/SY/POR</p> <p>LTK</p>	<p>July 2023</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Improvements in adaptive practice across the curriculum</p> <p>Improvements in adaptive practice across the curriculum</p> <p>Increase in the proportion of pupils with disabilities participating in wider opportunities</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> <li>The whole of the school building is wheelchair accessible, including the Dance Studio and the Community Hub. All the areas of school which were refurbished at the time of the new build, the Gym, Sports Hall and Changing Rooms are wheelchair accessible, but not by the common pedestrian routes, but by a more circuitous route. The two areas not accessible by wheelchair are the Prayer Room and the Fitness Suite. A further block has been built to support increased numbers. This building has lift access.</li> <li>There is a hearing induction loop in the Reception and Hall/Performance area. All rooms are decorated to address requirements in their Light Reflectance Values (LRV) to contrast in colour and luminance between walls and ceilings and between walls and floors as well as doors and walls. All fixtures, fittings and controls are identified by texture and colour and luminance contrast.</li> </ul>	<p>To ensure that all pupils with disabilities are able to access the physical environment</p>	<p>To work with Rochdale Additional Needs Service Teams and medical professionals to ensure that we are meeting the specific needs of individual pupils, particularly those with sensory and physical impairments</p>	<p>JT/MKO/DW</p>	<p>Ongoing</p>	<p>Documentation evidencing:</p> <ul style="list-style-type: none"> <li>liaison with external agencies</li> <li>involvement of pupils and parents in planning</li> <li>monitoring by school and RANS staff to check that adjustments are in place</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Video messages on the front page of the website and social media channels are used as a strategy to relay key information to parents and students. This provides visual and audio means of communication.</p> <p>Google Translate is available on the school website to minimize language barriers</p>	<p>The school website will be as accessible as possible to parents and pupils</p>	<p>Ensure that there are clear links to audio and visual support throughout the school website</p>	<p>Website lead JT</p>	<p>July 2023</p>	<p>Pupils and parents who have disabilities will report improved access to policies and information through the school website</p>

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher, Janice Allen.

It will be approved by the Chair of Governors, Paul Young.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality and Community Cohesion Policy and PSED Equality Statement
- Special educational needs and disabilities (SEND) Information Report
- Supporting pupils with medical conditions policy.