



Accessibility Plan

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing board of Christleton High School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities, and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Planning duty 1: Curriculum

The local Governing Body has undertaken an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action have been identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Learning environment of pupils with visual impairment is not accessible	<ul style="list-style-type: none"> Audit of physical environment by visual impairment team Incorporation of appropriate colour schemes 	SENCO, Site team, CWAC sensory team, School business manager	Summer 2019	Learning environment is accessible to pupils with visual impairments	Spring 2020
Medium term	SEND students underperform in relation to others nationally.	<ul style="list-style-type: none"> Implement robust data tracking and review attainment outcomes for students with SEND and ensure interventions are put in place to support SEND students Continue to develop whole school Quality First Teaching. Departments to utilise QFT strategies booklet and develop departmental QFT strategies for specific learning needs. Continue to offer bespoke 	SENCO, SLT link, CWAC sensory team	Autumn 2019	Improve attainment outcomes for students with SEND in relation to others nationally	Spring 2020

		<p>curriculum for SEN students including day release to college.</p> <ul style="list-style-type: none"> • Parents of SEN students to continue to have priority booking at parents evening. • Utilise sensory team services including training by visual impairment team and autism team 				
	<p>The needs of SEND students are not fully recognised by staff or students across the school</p>	<ul style="list-style-type: none"> • School Facebook account to highlight success of SEN students • Themed awareness days i.e. Autism Hour/Dyslexia Awareness Week. <p><u>Staff</u></p> <ul style="list-style-type: none"> • Departments to take ownership of creating specific QFT materials for their subjects. • Increased SEND training during CPD time. • Termly SEND update for staff. • Staff requested to play a role in 	<p>SENCO, SLT link</p>	<p>From Autumn 2019</p>	<p>A more positive attitude towards SEND students across the school</p>	<p>Summer 2020</p>

		<p>creating one page profiles for students.</p> <p><u>Students</u></p> <ul style="list-style-type: none"> • Exploring specific SEND needs to be a focus of form time. • SENCO to deliver assemblies promoting SEN 				
	IT provisions do not meet the needs of SEND students across the school	<ul style="list-style-type: none"> • Computers in Student Services and The Hive to be upgraded ensuring faster access to web-based learning platforms used by SEND students. • Utilise installation of windows 10 allowing students with access arrangements to have an electronic reader. • Teaching staff able to book google chrome books 	SENCO, ICT support, Exams officer	Autumn 2019		
Long term	Children with physical disabilities cannot access all departments in the school building	<ul style="list-style-type: none"> • Construction work undertaken 	School business manager/building contractors	Stage one begins Summer 2019	School buildings are fully accessible	On-going

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	<ul style="list-style-type: none"> Audit of curriculum 	Headteacher/ teachers / SENCO	Summer 2019	Management and teaching staff are aware of the accessibility gaps in the curriculum	Autumn 2019
	Staff members do not have the skills to support pupils with SEND	<ul style="list-style-type: none"> INSET provided to staff members Training for teachers on differentiating the curriculum 	Headteacher/ External advisors/ SENCO	Summer 2019	Staff members have the skills to support children with SEND	Autumn 2019
Medium term	School trips do not take into account pupils with SEND	<ul style="list-style-type: none"> Needs of pupils with SEND incorporated into planning process 	Teachers/ SENCO	Autumn 2019	Planning of school trips takes into account pupils with SEND	Summer 2020
Long term	Pupils with SEND cannot access lessons	<ul style="list-style-type: none"> Provide tablets and other adjustments to pupils with SEND 	Headteacher/ ICT Manager/ SENCO	Autumn 2019	Pupils with SEND can access lessons	Spring 2019

Planning duty 3: Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether school information is accessible or not	<ul style="list-style-type: none"> Audit of information delivery procedures 	SENCO / ICT manager	Summer 2019	School is aware of accessibility gaps to its information delivery procedures	Autumn 2019
	School does not know how to make written information accessible	<ul style="list-style-type: none"> School seeks advice from external advisors 	SENCO	Summer 2019	School is aware of local services for converting written information into alternative formats	Autumn 2019
Medium term	Written information is not accessible to pupils with visual impairments	<ul style="list-style-type: none"> Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds 	SENCO / ICT manager	Spring 2020	Written information is fully accessible to children with visual impairments	Summer 2020
Long term	School website is not accessible to children with SEND	<ul style="list-style-type: none"> Audit of website 	Web manager / SENCO	Summer 2020	Website is fully accessible	Autumn 2020