



Clacton County High School

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Higher Expectations, Raising Aspirations, Transforming Lives

Accessibility Plan

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- **Statement of intent**

Clacton County High School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with students with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every student is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, students, parents and visitors.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behavioural Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

2. Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school does not unlawfully discriminate against students because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and responsibilities

The local governance committee will be responsible for:

- Monitoring the Accessibility Plan.
- Approving the Accessibility Plan before it is implemented.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the local governance committee
- Ensuring that staff members are aware of students' disabilities and medical conditions where necessary.
- Establishing whether a new student has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding students with disabilities arise.
- Working closely with the local governance committee, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCo will be responsible for:

- Working closely with the headteacher and local governance committee to ensure that students with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any student, parent or colleague.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support students with medical conditions, for example, understanding how to administer insulin, in line with the Administering Medication Policy.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for students with disabilities, staff, parents and visitors to the school within a given timeframe. It will be presented as either a freestanding document or as part of another document, such as the School Development Plan. The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which students with disabilities can participate in the curriculum.
- To improve and maintain the school's physical environment to enable students with disabilities to take advantage of the facilities and education on offer.
- To improve the availability and delivery of written information to students, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in Spring 2023. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring students are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to students with disabilities.

An access audit will be undertaken by the local governance committee and SENDCo every year.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

5. Equal opportunities

The school strives to ensure that all existing and potential students are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for students with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all students equal opportunities.

Staff members will be aware of any students who are at a substantial disadvantage and will take the appropriate steps to ensure the student is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all students to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all students and make reasonable adjustments to allow students with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all students and potential students.

The school will support students with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font.

The school will strive to not put any student at a substantial disadvantage by making reasonable adjustments prior to the student starting at the school. All students, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future students in order to facilitate advanced planning. Prospective parents of students with an EHCP, and students with SEND support, are invited to a communication available/transition information from primary schools and visits prior to the student starting school in order to discuss the student's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all students regardless of their education, physical, sensory, social, spiritual and emotional needs. No student is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all students to feel secure and make progress.

The head of department for each subject and the SENDCo will work together to discuss a student's individual needs, with advice sought from outside agencies where appropriate, to allow all students to reach their full potential.

Where areas of the curriculum present challenges for a student, these are dealt with on an individual basis. The class teacher, in discussion with the student and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow students with disabilities to participate in lessons.

There are established procedures for the identification and support of students with SEND in place at the school. Detailed student information on students with SEND are given to relevant staff in order to aid teaching, e.g. 'student passports'.

Specialist resources are available for students with visual impairments, such as large print reading books. Inclusion Support Workers (ISWs) are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

The school is committed to ensuring that all students, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which students with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. There are provisions for nappy changing.

Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The local governance committee and headteacher will review the policy in collaboration with the SENDCo.

Equality impact assessments will be undertaken as and when school policies are reviewed.