

THROUGH GOD, WE CARE

# ACCESSIBILITY PLAN (3 YEAR) 2020/21 TO 2022/23

Author: Committee: Audience: Date written: Review Date: Mrs A Harrison, SENDCo SLT Staff, Governors, Students and Parents/Carers 09 September 2020 28 February 2024

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# ACCESSIBILITY PLAN (3-YEAR PLAN) 2020/21 TO 2022/23

Author:Mrs. Amanda Harrison – SENDCoCommittee:SLTAudience:Staff, Governors, Students and Parents/careersDates:3 Year Plan – 2020/21 to 22/23

Date of next review working party:	Reviewee 1	Reviewee 2	Reviewee 3	Reviewee 4	Reviewee 5	Reviewee 6	Reviewee 7	Reviewee 8	Reviewee 9
September 2020	A Harrison	M Frodsham	J Leonard	N Hodgson	F.Power				
January 2021	A Harrison	M Frodsham	J Leonard	N. Hodgson	E.Power	L. Butcher	S Joice	SLT	
July 2021									

Working group consulted as highlighted in Appendix 2.

The school supports any available partnerships to develop and implement the plan.

### 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 students

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

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy for students, and prospective students, with a disability.
- To reduce and eliminate barriers to access to the building and environment for all stakeholders in the school including students, staff and visitors.
- 1) Sir Thomas Boteler Church of England High School recognises its duty under The Equality Act 2010. :
  - a) not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services
  - b) not to treat students with disabilities less favourably for a reason related to their disability
  - c) to make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage d.to publish an accessibility plan that will increase access to education for students with disabilities
- 2) Sir Thomas Boteler Church of England High School recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respects the parents' and the child's right to confidentiality.
- 3) Sir Thomas Boteler Church of England High School ensures a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning, through:

- a) intelligent sequencing
- b) highly tailored learning activities
- c) effective formative assessment

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

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.

We have included a range of stakeholders in the development of this accessibility plan, including

Sir Thomas Boteler Church of England High School SEND Working Group

The working group is made up of:

- SENDCo (Mrs Harrison)
- Two Members of the SEND team (Miss Power, Mrs Cotterill)
- Two teachers who are not part of the SEND department (TBC)
- Two parents (Mrs Swinfield and TBC)

#### 2. Legislation and guidance

This plan is drawn up in accordance with the planning duty in:

This document meets the requirements of <u>schedule 10 of the Equality Act 2010</u> and the Department for Education (DfE) <u>guidance</u> 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.

Disability is defined by The Equality Act 2010:

"A person has a disability 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 carry out normal day to day activities".

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.

This policy complies with our funding agreement and articles of association.

Suce	cess Statement			
	homas Boteler Church of England High School to be fully accessible to those with sensory impairments and or	2020	/2021 F	RAG
phys	ical disabilities, including fine and gross motor impairments	1	2	3
A	No students to be absent on the basis of lack of accessibility to the building and environment, including expectations			
В	No student applicant turned away on the basis of lack of accessibility to the building environment			

Key											
Sh	shared	PL	Plan	Pi	Pilot	Rev	Review	Imp	Implement	comp	Completed (if relevant)

	Plan / Spend			Time	Line	for cor	npleti	on / in	nplem	entatio	on					0/202 G cyc	
		2019	Sept. 2020	Nov 2020	Jan 2021	Mar 2021	May 2021	Jul 2021	Sept 2021	Dec 2021	Mar 2022	June 22	Year 3	Lead	1	2	
1	Ensure disabled parking bay is accessible at all times	Sh												MF			
2	Ensure paving slabs, kerbs, pathways etc are maintained	Sh												MF			
3	Ensure outdoor floors and handrails are maintained	Sh												MF			

	so that the level and smooth to avid trip hazards. • Mobiles • Entrances/exits to main school										
4	Accessibility to Art rooms Building work to be completed to enable all students to access the art block.	Sh	Plan	Imp					MF		
5a	Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties with updated personal Emergency Evacuation Plans (PEEPS) and this is communicated to staff, student and parent.	Sh	Imp						MF/AH		
5b	Change/update PEEPs ready for changes to building complete	Sh	Review	Imp	Imp				MF/AH		

	(implement when building open)											
	Intimate Care											
6	Ensure all intimate care procedures are in line with the intimate care policy and care plans for intimate care are clear and up to date	Sh	review	review	plan	imp				AH/JST		
7	Ensure personal care room is checked and maintained and compliant (review with OT)		review	plan	imp					MF		
8	Ensure hoist and sling is maintained / checked yearly as per regulations and are compliant		Review	Plan	imp					MF		
9	Physiotherapist to guide and support personalised provision (parent also consulted – covid dependent)		review	plan	imp					АН		
10	Ensure accessible toilets are maintained and compliant Reviewed with OT where appropriate		review	plan	Imp					MF/AH		
11	Increase confidence of staff with regard to		review	Plan	imp					MF/AH		

	personal care, moving and handling people and equipment – identify training. Ensure succession planning is in place in case of illness, staff changes or injury									
12	Ensure staff are confident to follow the evacuation plan and evacuation chair: Regular training to take place in accordance with regulations • Evacuation marshals • Support staff • Parents • Students Staff to be aware of contingency plan	comp	review	plan				MF/AH		
12b	Changes to plan based on building update (Art block access changes)		Plan	imp				MF/AH		
13	Increase confidence of staff in differentiating the curriculum – identifying and provide training on differentiation/adaptions and recording methods	Sh	Sh					AH/CK		

14	Ensure appropriate supervision during transition between buildings and external areas to support students with physical and additional needs	Sh						AH/ JL		
15	Increase confidence of staff by offering specific training identified on CPD Plan		plan					AH/CK		
16	Ensure all staff are aware of disability -children's curriculum access via Personalised Plans, information sharing with all agencies including Speech and Language Therapist (SaLT)	Sh	sh					АН		
17	All School Visits and trips to be accessible to all							MF		
18	Review curriculum areas to include disability issues ensure planning takes account takes account of children with disabilities							AH/CK/ JKo		
19	Ensure all disabled students participate equally in roles and responsibilities	Imp	Imp					AM		

	Eg. Prefects,									
20	ambassadors program School mini bus Training implemented and up-dated to use wheelchair fixings and comply with regulations	Imp	imp					MFo		
21	Ensure disabled students participate equally in after school and lunch time activities							AM		
22	Recommendations made by visual impairment team are implemented and reviewed as per new information (individual students plans)							AH		
23	Recommendations made by hearing impairment team are implemented and reviewed as per new information (individual students plans)							AH		
24	Include discussions of access to information in all annual reviews							AH/FP		
25	Interpretation available for parents where required							AH/ CO		
26	information to parents /carers to ensure it is accessible. Information							AH/CO/JL		

needs to be sent out in various forms e.g. written,								
verbal, translation, text ,								
face to face/ teams								
(specific to the needs of								
the individual families).								

Key											
Sh	shared	PL	Plan	Pi	Pilot	Rev	Review	Imp	Implement	comp	Completed (if relevant)

## Appendix 1

Sir Thomas Boteler Church of England High School is committed to an inclusive curriculum and we aim to increase access to the school's facilities for all by:

- a) Increasing the extent to which disabled students can participate in the school curriculum
- b) Continue to review and improving the physical environment of the school
- c) Improving the delivery to disabled students of information, which is already in writing to students who are not disabled.

#### This Plan is underpinned by the following features of the school:

• There is effective planning and liaison between appropriate school and support services working with individual students within school

• The Special Educational Needs and Disabilities Coordinator (SENDCO) and Senior Leadership Team (SLT) have sufficient liaison time for agencies, support staff and families

• SEND Parent group is well attended and massively valued.

• As a school we have high expectations of all students. We aim to establish a positive ethos within the school and within teams of staff within the school. We aim to adopt a 'problem-solving' attitude in order to overcome barriers to learning for individuals

• We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all students We have a robust system in place for transition, transfers and re-integration of students. This includes gathering and sharing accurate information on the students' strengths, weaknesses and progress trends, together with strategies employed and evaluations of outcomes.

Existing Achievement / Provision curriculum We believe that we have made good progress in the following areas:

- 1. Obtaining data on future student population to facilitate advanced planning
- 2. Liaison with external services and agencies regarding individual students (physical, sensory, learning, behaviour)
- 3. Using Specialist teachers to support learning and give pastoral and inclusion support
- 4. Ensuring that detailed student information is given to staff. This is particularly evident through the year KS2 to 3 transition programme which produces detailed pen pictures of every year 7 students.
- 5. Organising Learning Enrichment Assistant (formally TA) deployment to cover a mix of curriculum needs

#### Appendix 2

Sir Thomas Boteler Church of England High School SEND Working Group

The working group/ consultation is made up of (2021 onwards):

- SENDCo (Mrs Harrison) /
- Staff with areas of responsibility within plan not already involved Mr Frodsham / Mr Leonard/ Mr Kinsey/ Mrs Mawby
- Two other Members of the SEND team (Miss Power, Mrs Cotterill)

- Two teachers who are not part of the SEND department (Mrs Hodgson and Mrs Butcher)
- Two parents (Mrs Joice and Mrs Worsley)