POYNTON HIGH SCHOOL

ACCESSIBILITY PLAN

Approved by:	Matthew Dean	Date: December 2018
Last reviewed on:	March 2022	
Next review due by:	March 2025	

Contents

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 Students can participate in the curriculum

- Improve the physical environment of the school to enable disabled students 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 students without discrimination of any kind.

The school's ambition for its disabled staff and students is that they have equality of opportunity to experience the full life of the school including access to briefings, meetings, the full curriculum, extracurricular activities and participation in social events.

Parents are asked about accessibility issues when attending the Year 6 information evening and sometimes earlier if the opportunity arises.

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 as part of The True Learning Partnership.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. 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	Plans to Improve	Person Responsible
To support access to curriculum for students with a disability	Appropriate access arrangements are in place including for external examinations. In years 7 and 9 screening takes place and testing follows if necessary		SENCO / SLT
	Communication of students' needs and QFT strategies through a focus plan	Focus plans put in place, ensuring all teaching staff are aware of strategies. Advice from external agencies sought and followed	SENCO
	We offer a differentiated curriculum for all students		Director of Learning and Class Teacher
	Development of inclusive PE and sports curriculum. Accessible changing space is available	Implemented through the use of a focus plan and / or the intervention of an LSA. External sporting activities arranged.	Class Teacher
	Most downstairs curriculum areas are wheelchair accessible		SENCO
	Curriculum progress is tracked for all students, including those with a disability		SENCO
	Targets are set effectively and are appropriate for students with additional needs.		SENCO
	Plans for students who struggle with un-structured times of the school day. i.e. homework club and social club		SENCO
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: · Ramps · Lifts		SENCO

	· Corridor width · Disabled parking bays · Disabled toilets and changing facilities. Ensure all staff receive hoist and manual handling training · Movement through school with assistance · Specialist medical room to facilitate toileting and physio needs · High visibility paint used in hazardous areas		5
Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: · Internal signage · Improvement of technology with access to specialist programmes for students with disabilities. · Large print resources · Coloured resources · Pictorial or symbolic representations · Microphone · Whole school toolkit implemented along with an associated referral system. (First Concerns)		SENCO

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

Appendix 1: Accessibility audit

The accessibility audit is designed to help us consider the changing needs of our staff and students.

1. **Is your educational setting compliant with the Equality Act 2010?**

	Question	Yes	If no - action to be taken
1	Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?		**No, not for all students. This has taken place for one named student due to complexity of needs**
3	Is everyone in your setting aware of the Equality Act 2010?	**Yes –JSY will progress further training on this area to ensure even greater understanding**	
4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?	**Yes, rooming changes, named LSA support, risk assessments, PEEPs, structural adaptations**	
5	Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)	**Yes, through the language used. We also provide all staff with daily student snapshots which show strengths, likes and hobbies**	
6	Have you published your SEN information report?	**Yes, on website**	

	Question		
7	Is your SEN information report linked to the Local Offer?	**Yes**	
8	Do all staff understanding the needs of the pupils/students and support them accordingly?	**Yes, through student snapshots, healthcare plans, training and strategy sharing in team meetings**	
9	Do you have inclusive, whole school policies, processes and practices?	**Yes, SEND Policy as displayed on website**	
10	Do you proactively including pupils/students with SEND, and their families, in all enrichment activities?	**Yes, one LSA appointed as representative for this**	
11	Do you celebrate the strengths of pupils/students with SEND and focus on building on what they can do rather than what they find difficult.	**Yes, literacy intervention, work celebrated on twitter, functional skill qualification: students entered at level confident they will pass**	
12	Are pupils/students involved in the recruitment of teaching assistants and other school staff?	**All candidates for teaching posts will do an interview lesson. Students will have an input at that stage. For SLT posts students have a greater involvement through student panels**	**They are not involved for support staff roles**

2. Is your setting physically accessible?

	Question	Yes	If no - action to be taken

1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?	**Yes, as far as possible. The second floor isn't accessible but no specialist rooms are not accessible.**	
2	If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?	**Yes, timetables are set around accessible rooms for whole classes**	
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?	**Disabled parking is available, clear areas for parking and no vehicle movement as students are leaving school. Staff on duty at front of school before and after school.**	
4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?	**Yes, the new alarm being installed march 22 has flashing lights in toilets areas**	
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	**Yes, 4 accessible toilets around school and one specialist medical room**	
6	Are calm low sensory areas available in the setting?	**4 dedicated rooms within learning support department, 2 are low stimulus**	
7	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?	**Rooms used by students with accessibility needs are laid out for easy access**	

8	Are classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?		**No**
9	Is furniture and equipment selected, adjusted and located appropriately?	**Yes, tables can be adjusted in rooms where needed. Dedicated space in learning base too with adjustable desk**	
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils/students with sensory difficulties?		**No, to be reviewed by the SENCO to provide quiet areas for work**
11	If intercom messages are used are they always relayed to pupils/students with hearing impairments?	**N/A, intercom messages not used**	
12	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.		**No, we have no students at present who need to use Braille**
13	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?	**Yes, yellow markings used to highlight change of level**	
14	Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc?	**Students are supported by LSAs and provide feedback on any difficulties**	

3. **Is your setting inclusive?**

	Question	Yes	If no - action to be taken
1	Is accessible signage used, throughout the setting's environment, at all activities and events?		**No, no students at present who use Braille**
2	Are pupils/students with SEND included in pupil/student forums e.g. school councils	**Yes, all students are invited join and access arrangements would be made if needed**	
3	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities?	**LSA staff support on trips allowing access to all students. Personalised support provided as needed for after school events**	
4	Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events?	**Yes, no student is excluded for financial reasons**	
5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with SEND?	**Yes, work in primary school for year 5 and 6 review to learn about needs. At least one extra transition day, but no limit on visits for students with SEND to our school**	
6	Do you find creative and flexible solutions to ensure that students with SEND can move easily between classrooms?	**Yes, bespoke timetables and LSAs escorting if needed**	
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?	**Yes, social groups held at lunch time twice a week**	
8	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	**Yes, comprehensive attendance management**	

		system for all students with trigger points. Bespoke plans in place for students who need additional support	
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches?	Anti bullying policy in place and implemented as needed. Triage meetings fortnightly with DSL, pastoral teams, year leaders and SENCO to liaise on any issues	
10	Are pupils/students with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?	In place for in school activities such as Student Development Day. For the main trips there is information available on the school website at Poynton High School - Extra Curricular Activities and School Trips (phs.cheshire.sch.uk)	More work needed re trips going forward – SENCO to progress

4. **Is the curriculum accessible?**

	Question	Yes	If no - action to be taken
1	Do staff have high aspirations and expectations of pupils/students with SEND?	Yes, high expectations of all students	

2	Do staff have regular and updated training re additional needs and how the needs can be met?	**Yes, student snapshots, briefings, pupil profiles and LSA regular focussed meetings on specific topics**	
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	**Yes, designated LSA with responsibility for this**	
4	Do class teachers/PE staff know how to include pupils/students with disabilities in PE?	**Yes**	SENCO to liaise with Head of PE over further extending accessibility for all
5	Are students and their families fully involved in the review of individual plans regarding curriculum access?	**Yes, meetings are held to review with parents**	
6	Do you use a graduated approach when meeting the needs of students with SEND?	**Yes**	
7	Do you use the 'assess, plan, do, review' cycle to inform the graduated approach?	**Yes, used across whole school**	
8	Is the attainment gap between students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)?		**We are working towards this – SENCO to monitor progress**
9	Is the progress made by your students at 'SEN support' and with an EHC plan is as good as that made by students with SEN nationally?		**Data needs to be obtained and reviewed from 4Matrix**
10	Do you ensure that homework is accessible to all e.g. by setting homework early in lessons, putting it online (and giving it to families in	**Yes, homework is on line, access to library to do**	

	hard copy who do not have access to the internet)?	**homework after school**	
11	Are cover staff, including supply teachers, clear about the additional needs of students and how to meet these needs?	**Yes, student snapshots and pupil profiles to ensure all teaching staff are prepared**	
12	Are staff given time to plan for students who need a highly differentiated/individualised curriculum?	**Yes, LSA staff have increased non-contact time. Individual mentors know needs of their students**	
13	Do students with SEND have access to appropriate information technology?	**Yes, Laptops and iPads are available**	
14	Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitating independent learning?	**Yes, Part of LSA training**	
15	Are auxiliary aids used to ensure that students with SEND are included in the curriculum?	**Yes, auxiliary aids such as ear defenders, hearing devices are used**	

5. **How accessible is information, advice and guidance?**

	Question	**Yes**	**If no - action to be taken**
1	Are your SEN Information Report and Accessibility Plan online and in	**Yes, both available on the website and are printed**	

	hard copy (for those families who do not have internet access)?	**copies are available if requested**	
2	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS)	**Yes, Cheshire East service promoted**	
3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?		**No, but new website in progress which will be more accessible, completion aim Sept 2022**
4	Do you hold review meetings etc at times when parents are able to attend?	**Yes, arrangements are made to work with parents. On line meetings used if appropriate**	
5	Have you developed communication channels and review processes that enable two-way information sharing with families?	**Yes, families are part of meetings**	
6	Is information available in a variety of languages?		**No, to be part of new website**
7	Is information available in a variety of formats including - 'easy read' - large print - symbols - audio?		**No, to be part of new website**
8	Are staff familiar with IT used to share information with people with disabilities?	**Yes, staff are familiar. Referral form in place**	
9	Do you ensure that pupils/students know exactly who they can contact for information, advice and support?	**Yes, all students on the SEN register have an LSA mentor, posters around school on who to contact**	
11	Do you signpost families without the internet to One Stop Shops and		**Not necessary as internet access**

libraries to access information and the Local Offer?			**provided to families without it**

1 of 8 Approach and Car Parking

	Question	Yes	No	Notes / actions
1	Is the building within convenient distance of a public highway?	x		
2	Is the building within convenient distance of public transport?		x	1 mile from nearest train station
3	Is the building within convenient distance of car parking?	x		
4	Is the route clearly marked/found?	x		
5	Is the route free of kerbs?	x		
6	Is the surface smooth and slip resistant?	x		
7	Is the route wide enough?	x		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	x		
9	Is it adequately lit?	x		
10	Is it identified by visual, audible and tactile information?		x	**No students in school at present who use Braille**
11	Is there car parking for people with reduced mobility?	x		
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	x		

		Y	N	Action Point
13	Is the car parking as near the entrance as possible?	x		
14	Is the car parking are suitably surfaced?	x		
15	Is the route to the building kept free of snow, ice and fallen leaves?	x		
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)	x		

2 of 8 Routes and external level change including ramps and steps

	Question	Y	N	Action Point
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	x		
2	Is it wide enough and suitably graded?	x		
3	Is the surface slip resistant?	x		
4	Are there kerbs and are there edges protected to prevent accidents?	x		
5	Are there handrails to one or both sides?	x		
6	Are there (alternative) steps & ramp	x		
7	Identified by visual/tactile information?		x	**No students in school at present who use Braille**
9	Are ramps and steps adequately lit?		x	
10	Are treads and risers consistent in depth and height?		x	
11	Are all nosings marked and/or readily identifiable?		x	

		Question	Y	N	Action Point
	12	Are landings of adequate size and are they provided at intermediate levels in long flights?			**NA**

3 of 8 Entrances – including Reception

		Question	Y	N	Action Point
1	Is the door clearly distinguishable from the façade?	x		
2	If glass is it visible when closed?	x		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	x		
4	Does it have a level or flush threshold, and a recessed matwell?	x		
5	Is there visibility through the doorway from both sides at standing and seated levels?	x		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	x		
7	Can the door furniture be used at both standing and seated height?	x		
8	Can it be easily grasped and operated?	x		
9	If the door has a closer mechanism does it have: • Delayed closure action? • Slow-action closer? • Minimal closure pressure?	x		
10	If the door is power-operated does it have visual and tactile information?		x	

11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?			**NA**
12	If there is a lobby, do the inner and outer doors meet the same criteria?	x		
13	Do lobby layouts enable all users to clear one door before going through the next?	x		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?		x	
15	Does the lighting installation take account of the needs of visually disabled people?		x	
16	Are floor spaces • Slip resistant, even when wet? • Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion? • Firm for wheelchair manoeuvre	x		
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	x		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	x		
19	Is it fitted with an induction loop?		x	
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		x	

4 of 8 <u>Horizontal Movement and Assembly</u>

		Question	Y	N	Action Point
1		Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	x		
2		Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?		x	
3		Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	x		
4		Is turning space available for wheelchair users?		x	
5		Do natural and artificial lighting avoid glare and silhouetting?	x		
6		Are there visual clues for orientation?		x	
7		Do floor surfaces: • Allow ease of movement for wheelchair users? • Avoid light reflection and sound reverberation?	x		
8		Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?		x	
9		Are there tactile signs and information for those with impaired vision?		x	
10		Is the maintenance of these items checked regularly?		x	
11		Is lighting designed to meet a wide range of needs?		x	
12		Is sufficient circulation space allowed for wheelchair users?		x	

		Y	N	Action Point
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?		x	
15	Are all areas for assembly/meeting equipped with an induction loop system?		x	

5 of 8 <u>Doors</u>

	Question	Y	N	Action Point
1	Do the doors serve a functional/safety purpose?	x		
2	If glass, are they visible when shut?	x		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?		x	
4	Does the clear opening width permit wheelchair access		x	
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?		x	
6	Is any door furniture/handle at a height for standing/sitting use?		x	
7	Are door/handles clearly distinguished?		x	
8	Can the door furniture/handles be easily operated/grasped?		x	
9	If door closers/mechanisms are fitted do they provide the following: • security linkage? • delay-action closure? • Slow-action closure?		**x**	

		Question	Y	N	Action Point
		• Minimum closure pressure?			
10		Is door/mechanism function checked regularly?	x		

	Question	Y	N	Action Point
1	Is WC provision made for people with disabilities?	x		
2	Do all lavatory areas have slip-resistant floors?	x		
3	Are all fittings readily distinguishable from their background?	x		
4	Are all door fittings/locks easily gripped and operated?	x		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	x		
6	Is provision made for wheelchair users in disabled toilets?	x		
7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	x		
8	Is the location clearly signed?	x		
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	x		
10	Are the door fittings/locks and light switches easily reached and operated?	x		
11	Is there an emergency call system and is someone designated to	x		

		Y	N	
	respond?			
12	Can the emergency call system be operated from floor level?		x	
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?		x	
14	Are the fittings arranged to facilitate these manoeuvres		x	
15	Are handwashing and drying facilities within reach of someone seated on the WC?	x		
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	x		
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	x		
18	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc and is any difficulty caused by the activity of service contractors?	x		
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	x		

7 of 8 Information

	Question	Y	N	Action Point
1	Is the building equipped to provide hearing assistance?			Provision in place for students who need it. Cheshire

				East support us with this provision
2	Does lighting installation of the building take into account the needs of people with visual disabilities?		x	
3	Are there large-print versions of information about the building/activities available?		x	
4	Is there braille information available for people with visual disabilities?		x	

8 of 8   **Means of Escape**

	Question	Y	N	Action Point
1	Is there a visible as well as audible fire alarm system?	x		
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	x		
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	x		
4	Is the evacuation strategy checked regularly for its effectiveness?	x		
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	x		
6	Are all fire warning devices and detectors checked routinely and regularly	x		