



Maghull High School

Accessibility Plan

September 2016 – July 2019

Reviewed Nov 2018

The Policy takes into account the Code of Practice, Disability Rights Act, Schools Access Initiative, the Equality Act 2010, Supporting Students with Medical Conditions February 2014 and Children and Families Act 2014

Maghull High School

Accessibility Plan

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- *have significantly greater difficulty in learning than the majority of children of the same age; or*
- *have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and*
- *are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.*

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Maghull High School has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and both the school's **safeguarding and behaviour and safety policies** explain how we ensure equal opportunities for all our students.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND. This can be found on the school's website along with our SEN information report, Local Offer, SEN(D) annual report to governors and schools **safeguarding and behaviour and safety policies**.

Maghull High School is committed to providing an accessible school environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Thus adhering to the Equality Act 2010.

Our plan covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum. Maghull High School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

a. Increase the extent to which disabled pupils can participate in the school curriculum

b. Improve the physical environment of the school to increase access to education for disabled pupils

c. Improve the delivery of information to pupils, staff, parents and visitors with disabilities.

The Accessibility Plan should be read in conjunction with the following Maghull High School policies and documents:

- Special Educational Needs Information Report
- Special Educational Needs and Disabilities Policy
- Safeguarding/Equality Policy
- Behaviour and Safety Policy

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly with support from the Local Authority. It may not be feasible to undertake some of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be revisited prior to the end of the initial three-year period in order to inform the development of the new Plan for the following period.

The Accessibility Plan is detailed in Appendix A attached. The Plan has been drawn up in consultation with students, parents, SENCO, other staff of Maghull High School as appropriate.

The Plan covers the period September 2016 to July 2019.

The following areas form the basis of the Accessibility Plan –

- a) Increasing the extent to which disabled pupils can participate in the school curriculum
- b) Improving the physical environment of the school to increase access to education for disabled pupils
- c) Improving the delivery of information to disabled pupils

The three action plans attached relate to each of these three key areas of accessibility. The plans will be reviewed and adjusted on an annual basis and new plans will be drawn up following the three year period 2019 – 2022.

The Governing Body will monitor the Accessibility Plan through the Finance Committee.

Accessibility Plan

a) Increasing the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Outcomes	Time Frame	Impact
Short Term	To ensure that transition is robust in transferring an understanding of pupils' needs and how best our students can be supported	Enhanced transition Support from specialists and Local Authority - as appropriate Ensuring both pupil and parental involvement throughout	Pupils and parents to feel happy and confident that the needs of all individuals will be met Curriculum adaptations to be made in advance of pupils starting at Maghull High School.	September 2016 - On-going	An enhanced transition currently in place including: Open evening Open days Year 6 taster day Additional visits / tours Key workers assigned Primary visits Summer school Transition Pack / Information booklets / medical information Disability Questionnaire
Short Term	Ensure that there is communication between home and school and an awareness of the pupils who present with disabilities	Disability proforma to be completed by all parents of students who attend Maghull High School	For all disabilities to be recognised and for adaptation to be made as appropriate	September 2016 - On-going	Proforma in place and completed by both new intake (year 6) and mid year transfers.
Medium Term	Enable staff to increase their knowledge and understanding of needs of disabled pupils should they be admitted to the school	Staff CPD Inclusion Register SEN Support Plans Health Care Plans	Staff confident in providing the appropriate support and adapting tasks, resources / materials – as appropriate to need Staff confident at directing support staff – as appropriate Support staff confident at	September 2016 - On-going	Evidence through specialist feedback, pupil voice and parental voice of students' needs being met and progress being made. Risk assessments in place - as appropriate to need Rolling programme of

			<p>sharing and modelling good practice</p> <p>Inclusion in all aspects of both the curricular and extra curricular events that take place across all subjects and the wider life of the school's community</p>		<p>training for the Inclusive Support Team with regards ASC and other comorbid conditions</p> <p>Bespoke training for staff members as appropriate to need</p> <p>Additional CPD events including: ADHD conference CAMHS Fresh conference</p>
Medium Term	Maintain commitment to a well trained and qualified Learning Support Team to support all pupils	Maintain the training of specialist care as appropriate to the ever-changing needs of our pupils.	Staff confident in supporting students with disabilities and able to safeguard both pupils and themselves in all situations both curricular and extra curricular	Manual Handling Training delivered July 2017 to the Inclusive Support Team	<p>ST member of the Inclusive Support Team is fully trained to deliver Manual Handling Training All accreditations are up to date and assessment levels are exceptionally high</p> <p>Rolling programme of training for the Inclusive Support Team with regards to ASC and other comorbid conditions</p>

Accessibility Plan

b) Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Short Term	Provide access to all parts of the school building (where appropriate)	<p>Liaison with the school Inclusion consultants to complete access assessments – as appropriate</p> <p>Current lifts to be regularly maintained</p> <p>Ramps / adjustments to be considered and provided if required</p> <p>Identified improvements to support pupils with disabilities to be actioned as appropriate</p> <p>Timetable / room changes and adjustments to be made - as appropriate to need</p>	Pupils with limited mobility are able to navigate around the school site safely and access the vast majority of the school site.	September 2017	
Short Term	Improved access for our sight impaired students in the school environment	<p>Liaison with the school Inclusion consultants to complete access assessments – as appropriate</p> <p>Brighter lighting to be implemented in identified corridors</p> <p>Blinds to be fitted in identified classrooms to ensure a better contrast is given when staff</p>	<p>Pupils with impaired vision to move more confidently in and around the school site.</p> <p>Classroom resources to become more accessible to our vision impaired students</p>	September 2017	

		<p>project work onto a screen and/or better and bigger screens that provide more contrast to replace existing screens</p> <p>Ramp edges, Pathway edges and Tree squares need demarcation (white) or removal as appropriate to avoid any trip hazards</p> <p>Bright coloured cushions on dark sofas needed (Phoenix centre and LRC)</p>			
Medium Term	Improved visibility in stairways / steps	Ensure edges of the stairs / steps are clearly visible with the use of a contrasting colour	Pupils with impaired vision are less likely to fall and will move with more confidence up and down stairs and steps.	September 2017	
Medium Term	Stairways to have (when appropriate) handrails on both the left and right side	Handrails to be secured on all stairways	Pupils, staff and visitors can move up and down the stairs with an added confidence and guide.	September 2017	
Long Term	New build of the school to be accessible for all	MRA / DA / LAL to work closely with the contractors to communicate the school inclusive ethos and ensure that this is reflected in the new build	An accessible new school that is inclusive of all physical needs	January 2019	Plans and meetings evidence a strong understanding and commitment to ensuring an inclusive environment is created

Accessibility Plan

c) Improving information and communication for disabled pupils

	Targets	Strategies	Outcomes	Time Frame	Impact
Short Term	Ensure that events / trips and projects are communicated effectively within the school and the school's community	School newsletters Well populated school website and twitter feed An inclusive prospectus	All inclusive events to be well documented and to celebrate all students' achievements and commitments	September 2016 - On-going	All inclusive materials can be accessed via the school website
Short Term	To build and develop student awareness and acceptance of disabilities	PHSCE lessons / tutor programme and enrichment lessons Informative assemblies Small group sessions with specialists to support	For students to be more aware of both the visible and invisible disabilities that many of their peers / family and friends live with on a daily basis	September 2016 - On-going	ADHD awareness assembly delivered to Years 7 -10 ASC awareness assembly delivered to years 7-10 Cerebral Palsy awareness assembly delivered to Year 7 School's Vision Impaired Specialist delivered a sessions with one of our pupils and his friends
Medium Term	Development of a parental forum	Parental forum created (with the support of OSSME) to support students with ASC. Forum to focus on individual's sensory needs	Improved parental understanding of their child's sensory needs	September 2016 – July 2017	A successful parental ASC forum that met on a monthly basis Parental feedback / evaluation available
Long Term	Develop the use of ICT to support our learners with disabilities	Research and trial new technologies to support pupils with any sensory or physical need	Technology to develop and foster independent learners and create opportunities		Bespoke trials: Voice recognition technology A reading pen

Signed by

_____	SEN Governor	Date:
_____	Headteacher	Date:
_____	SENCO	Date:

This policy will be reviewed annually and updated every three years

