



Accessibility Plan (Part of Equality Policy S009)

1. Introduction

Document Control

Title	S009 Equality Policy: Accessibility Plan
Date	January 2017
Supersedes	S009 CHS Learning Trust Equality Policy adopted January 17
Amendments	<ul style="list-style-type: none"> • Review of equality objectives for Newall Green
Related Policies/Guidance	<p>References to equality considerations appear in a number of school policies. These include <i>the school's</i>:</p> <p>A006 Admissions Policy S004 Behaviour Policy P006 Recruitment policy P016 Flexible Working Requests Policy P020 Disciplinary Policy C016 Special Educational Needs Policy S017 Safeguarding Policy <i>And the School Development Plan</i></p>
Review	2 years
Author	Andy Park
Date consultation completed	06/02/2017 to 17/02/2017
Date adopted by Trust Board	January 2019

CHS Learning Trust (*previously: Chorlton High School*) is a Cooperative Multi Academy Trust
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Registered Office: Nell Lane, Chorlton, Manchester, M21 7SL

Under the public sector equality duty, all schools must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools must take into account equality considerations when policies are being developed, adopted and implemented. The HR and People team regularly reviews all policies and procedures which are recommended to schools to ensure compliance with education and employment legislation including the Equality Act 2010. Consultation with schools is an important part of this review process. Headteachers, Principals and Governing Bodies are asked to contact the HR and People team via the HROne Helpline if they believe there are any negative equality impacts in their school in relation to the provisions of this policy or in relation to its application.

Appendix D: The school's current Accessibility Plan: Newall Green High School

Aims	Actions	Outcomes	Time	Lead
<p>Ensure all staff have a clear understanding of their duties and responsibilities to enable students with SEN & Disability</p> <p>Links to Ofsted Action Plan:</p> <p>1.1 Teachers and Teaching Assistants (TAs) will be highly skilled in differentiating learning to meet the needs of SEN pupils in their lessons. All teachers and support staff will have accountability for developing reading for SEN pupils across all subjects and as a result pupils will make good progress in reading.</p> <p>1.2 All staff will be knowledgeable and skilled in meeting the needs of pupils with autism across school.</p>	<ul style="list-style-type: none"> • Undertake regular CPD/INSET on SEND, code of Practice and equality act to include; <ol style="list-style-type: none"> i. Literacy ii. Maximising the impact of TAs • Provide detailed CPD and resources to respond to the growing increase in EAL students to include: <ol style="list-style-type: none"> i. Assessment processes for pupils ii. Resources for pupils and staff to ensure accessibility to the curriculum and support iii. development of environment and resources to make facilities more welcoming 	<ul style="list-style-type: none"> • Staff / Governors have a good understanding of their duties and responsibilities • Staff are confident in teaching and supporting students with SEND • Staff actively make appropriate adjustments to ensure students with SEND can engage effectively in learning • Staff understand key issues around language acquisition and can develop students' language and comprehension skills effectively • Staff actively promote the achievements of students with SEND 	Aut 2018 to Sum 2019	KBU with support from LLY / SGR
<p>Ensure that individuals with SEN & Disability have full access to information provided to all stakeholders</p>	<ul style="list-style-type: none"> • Review methods of communicating with students with SEND and parents • Develop effective forms of electronic communication for key stakeholders • Identify any particular barriers to receiving information • Review accessibility of school website and ensure conformity with accessibility standards 	<ul style="list-style-type: none"> • Students with SEND are happy with the range of information they are provided with and how they can access it • Students with SEND have an effective transition process into our school • Students with SEND feel they are able to access the full range of school provision 		KBU with support from LLY AWO

	<ul style="list-style-type: none"> • Further develop transition arrangements for all students with SEND. Do we provide the right information and experiences during the transition process 			
<p>Revise the curriculum to allow full access for students with SEN & Disability</p> <p><u>Links to Ofsted Action Plan:</u></p> <p>1.3 There is a well-trained team of TA's supporting students with SEN – at least 80% of lessons are judged to have effective input from TA's.</p>	<ul style="list-style-type: none"> • Ensure that all school policies are revisited and equality of access considered as part of policy review cycle • Identify areas of the curriculum where access needs to be improved and ensure that there is a range of appropriate qualifications for all students to access • Identify barriers to learning in standard curriculum provision as well as in extra-curricular provision • Review access to activities which are 'non-standard' such as off-site activities / trips and visits. Develop new approaches for creating opportunity for those with SEND to access such provision 	<ul style="list-style-type: none"> • All policies reviewed to make adjustments to allow access for students / staff with SEND • Annual curriculum review and redesign ensures appropriate provision for students with SEND • Schemes of Work and curriculum resources are appropriate adapted to allow access for students with SEND • Adjustments made, as appropriate to allow students with SEND to participate in full range of curriculum provision 	<p>Review over Summer Term 2019</p> <p>Ready for Sept 2019</p>	<p>KJO</p> <p>KBU with support from LLY</p> <p>CLs in all subject areas</p>
<p>Improve accessibility to school for students with SEN & Disability</p> <p><u>Links to Ofsted Action Plan:</u></p> <p>1.3 There is a well-trained team of TA's supporting students with SEN – at least 80% of lessons are judged to have effective input from TA's.</p>	<ul style="list-style-type: none"> • Identify subject areas where classroom accessibility needs to be improved and revise building refurbishment plan • Undertake audit of accessible equipment and furniture across the school 	<ul style="list-style-type: none"> • Identified barriers removed • Appropriate adjustments made to improve access • Students have improved access to school building • More classrooms equipped with accessible furniture / equipment 	<p>Review over Spring & Summer Term 2019</p>	<p>S Hamer</p> <p>KBU with support from LLY</p>

<p>3.1 The number of SEND students who receive the sanction of time in the Internal Exclusion Room (IE) as an alternative to a fixed-term exclusion is significantly reduced.</p> <p>Fixed term exclusions for SEND students are reduced from 109 (16.2%) in 2016/17 to 10% in 2018/19 (behaviour policy is significantly more robust which means that comparative data is not reliable)</p>	<ul style="list-style-type: none"> • Identify areas of need and produce rolling plan of purchase / replacement • Undertake audit of signage around the site and review for appropriateness 			
<p>Ensure that people with SEN & Disability are presented positively</p>	<ul style="list-style-type: none"> • Implement positive poster / campaign images around school • Undertake assembly programme re SEND and achievement • Develop PHSE / Respect component looking at diversity / SEND and achievement 	<ul style="list-style-type: none"> • Positive images of individuals with SEND displayed around the school. • Students accepting of positive achievements of those with SEND • Students recognise 'difference' as a positive and value it as diversity 	<p>Plan over Summer term 2019</p> <p>Delivery Autumn term 2019</p>	<p>AWO with support from KBU</p>
<p>Improve outcomes and achievements for students with SEN & Disability</p> <p><u>Links to Ofsted Action Plan:</u></p>	<ul style="list-style-type: none"> • Appropriate and challenging targets set for those students with SEND • Ensure a wide range of specialist support is available to students with SEND to provide effective access to the curriculum • Regular scrutiny of progress by SEN 	<ul style="list-style-type: none"> • All staff and students aware of targets that have been set. • Clear plans in place to support students to achieve those targets • Regular progress monitoring of students with SEND • Students with SEND perform in line with / 	<p>Spring Summer 2019</p> <p>Improved outcomes</p>	<p>AWO with support from KBU</p>

<p>1.4 Evidence based literacy interventions are in place and lead to accelerated progress for pupils with SEN. There are a range of opportunities for SEN pupils to improve their reading skills through targeted reading intervention programmes.</p> <p>1.5 By July 2019 At least 80% of pupils with SEND will make good progress relevant to their starting points.</p> <p>2.1 (SEN) pupil school attendance will have improved from 91.2% (2016/17) to at least 93% (2018/19). Persistent absence for SEN pupils will reduce from 28% (2016/17) to at least 15% (2018/19)</p>	<p>Lead Governor / Full SIB</p>	<p>better than national expectations</p>	<p>by Aug 2019</p>	
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