

GEORGE STEPHENSON HIGH SCHOOL

Accessibility Policy and Plan

Objectives

Increase Participation in the Curriculum
Improve Physical Environment
Enhance Access to Information

Introduction

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 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

George Stephenson High School Governing Body recognises its duty to:

- Not discriminate against disabled students in terms of exclusions and provision of education and associated service.
- Not to treat disabled students less favourably.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an accessibility plan.

George Stephenson High School Governing Body aims to:

- Increase the extent to which disabled students can participate in the curriculum.
- Sustain and improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Sustain and improve the availability of accessible information to disabled students.

Legislation and guidance

How appropriate is the current provision?

Staff are highly aware that effective communication of the issues faced by disabled students and act to resolve them, e.g. adapting the timetable, lesson content and presentation and planning visits. CPL needs are addressed as they arise and are tailored to the needs of the staff and their knowledge.

Background to the policy:

This policy builds on the accessibility plan last updated in 2017. It provides a framework to support the inclusion of disabled students.

This policy applies to:

All students.

This policy came into effect on: 1st January 2017

Statement of the policy

George Stephenson High School's commitment to equal opportunities is driven by a desire to be totally inclusive and raise standards for all students.

The school:

- Sets suitable learning challenges for all students
- Responds to students' diverse needs
- Overcomes potential barriers to learning and assessment for individuals and groups of students

Links to other policies and additions to the policy:

SEND Policy/Single Equality Policy

Details

The policy supports the production of an accessibility plan. This plan will consider:

- Increased access to the curriculum for disabled students
- Improvements to the physical environment
- Improvements in the provision of information

Accessibility Plan 2024

Priority	Action	Timescale	Success Criteria	Who	Review
Access to curriculum for all students, including those with disabilities					
Ensure IT is appropriate for students with disabilities	Review accessibility of IT (including iPads, laptops & whiteboards) using specialist expertise. Involve students in review of hard & software. Prioritise new software to purchase.	July of each academic year in preparation for the following year.	Students can engage with and use all technology effectively. Student panels to review the success of soft and hardware.	SENCO / IT support team	
Create an effective learning environment for all utilising feedback from student groups.	Reinforce responsibilities of all teachers as outlined in the Teacher Standards. Circulate "Reasonable Adjustments" Classroom Checklist to all staff via emails, CPL and shared area. Ensure all classrooms and resources are organised in accordance with student need. Differentiated Instruction: Train teachers on inclusive teaching strategies that cater to diverse learning needs, ensuring that all students can engage with the curriculum. Assistive Technology: Provide access to assistive technologies (e.g., speech-to-text software,	Ongoing Ongoing When required for individual students. Ongoing Ongoing and in response to external influences.	An appropriate and accessible curriculum for all students where engagement and success are seen through both results academically but also the positive feedback from students and uptake of courses from all students.	Leadership Team All staff SENCO Assistant Curriculum Leader for Health Education Leadership Team	

	<p>audiobooks) for students who need them.</p> <p>Curriculum Review: Regularly review the curriculum to ensure it is adaptable and inclusive for all students, including those with disabilities.</p> <p>Extracurricular Activities: Ensure that all clubs and activities are accessible and offer alternative arrangements for participation where needed.</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school. Seek feedback from Student Voice. Review Health Education Curriculum.</p> <p>Ensure wider curriculum at KS3 is then followed by the same at KS4 to ensure opportunities for all.</p>				
Access to wider curriculum					
Increase participation in wider curriculum & school activities.	<p>Audit participation in extra-curricular activities and identify any barriers.</p> <p>Ensure school activities are accessible to all students.</p>	<p>July each year</p> <p>Ongoing from all curriculum areas</p>	All students able to partake in all areas of the curriculum, including wider curriculum outside of normal school hours.	SENCO and LSC Manager/ CLs	

	Seek advice from LA, when applicable, for alternative accessible venues for residential trips.				
Teachers and teaching assistants have the necessary training to teach and support disabled students.	CPL programme for teachers & support staff. Induction programme for new staff.	July each year In induction programme	Staff appropriately trained.	Leadership Team/ LSC Manager/ SENCO	
Classrooms arranged optimally for disabled students.	Access into each room from main door to a desk – no obstacles	Built into H&S checks	Disabled students can gain access to all rooms.	Teachers & Site Management	
Lessons responsive to student diversity.	CPL for staff. Support/advice on SEND register for individual students.	July each year Ongoing from Learning Support Department	Appropriate differentiation.	SENCO/LSC Manager/HLTA with responsibility for SEND register	
Staff recognise and allow for the mental effort expended by some disabled students.	Include in ISPs. CPL for staff. Included in lesson planning. Support from SARS team to ensure we make reference in ISPs.	Ongoing September each year Ongoing	Appropriate differentiation	SENCO/LSC Manager.	
Staff recognise and allow for the additional time required to use equipment in practical work.	Include in ISPs. Included in lesson planning.	Ongoing from Learning Support Department	Appropriate differentiation	SENCO/LSC Manager	
Access to appropriate IT.	Allocation of a lap top through Learning Support Centre where appropriate.	Ongoing from Learning Support Department	Appropriate differentiation	SENCO/LSC Manager	

All out of school visits are accessible to all.	Risk assessments completed. Additional staffing where necessary.	Ongoing	No student is prevented from attending visits on the grounds of disability.	Staff in charge of trip. External trips and visits coordinator.	
Size and layout of all areas allows access for all students.	Investigate reliability of open lift. All areas accessible to disabled students.	Complete Ongoing Ongoing	Lift available for use. Each disabled student to have a buddy friend at all times. Access to LRC doors and paths between buildings to be cleared at all times for access to all physical areas without difficulties.	Business/Site Management. Learning Support Department Business/Site Management.	
Wheelchairs not impeded by doorways, toilets and showers.	Purchase and distribution of Radar keys.	Complete	Easy access throughout the school.	Business/Site Management	
Clear signage of parking and safe routes.	Disabled parking areas enforced.	Ongoing	Disabled parking spaces not abused.	Business/Site Management	
Evacuation system to inform all students.	Signs at right height and in appropriate formats. Visual alarm installed.	Complete	Safe evacuation of all students.	Business/Site Management Governors Finance and Buildings Committee	
All areas well lit.	Ensure lighting in car parks.	Complete	Areas well lit.	Business/Site Management	

Reduce background noise.	Advice on effect of background noise on SEND register for individual students as necessary.	Ongoing monitoring	Background noise not affecting learning.	LSC Manager/SENCO & Hearing Impaired Team	
Appropriate furniture and equipment.	Adjustable height desk available one in each department.	Based on needs on particular students (not currently needed).	No barrier to leaning.	LSC Manager and Occupational Therapy Business Management	
Provision of information for those who find standard forms of printing a barrier.	Facilities in place to produce alternative forms. Access through Learning Support Centre.	Ongoing as needed.	Appropriate differentiation.	LSC Manager and Visually Impaired Team	
Make staff familiar with technology and practices developed to assist students with disabilities.	CPL for staff. To be included in SOW, lesson plans & Pupil Passports.	Ongoing monitoring and support.	Appropriate differentiation.	Learning Support Department	
Improvements in the provision of information to students and parents.	Increased variety of methods for information to be sent (Twitter, texts, letters, phone calls). Brail / Enlarged text to be used when contacting parents with visual impairment. SIMS to communicate information to staff about specific methods of communication for staff.	Ongoing as needed	All parents able to be contacted and able to understand information being sent to them.	Learning Support Department/SIMS admin support staff.	Ongoing
School Access Layout for Disabled Students.	All areas accessible to disabled students.	Ongoing	Each disabled student to have a buddy friend at all times; access to LRC doors and paths between	Business/Site Management	Ongoing

			buildings to be cleared at all times for access to all physical areas without difficulties.		
Signage.	Signs clear and understandable for visually impaired students/staff/visitors.	Ongoing	Replacement of signage regularly with more update visuals products that will, facilitate human traffic within the school site.	Business/Site Management	Ongoing

Monitoring of impact:

The policy should be monitored by the SENCO and Business/Site Management and reported to the governing body.

Date of next policy review: June 2027