

STRETFORD HIGH SCHOOL

Accessibility Plan

2017 – 2020

Ratified by the Board of Governors:	2 March 2017
Due for review:	January 2020

Stretford High School Accessibility Plan – 2017 to 2020

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1.0 Vision Statement

- 1.1 The Equality Act 2010 replaced previous anti-discrimination laws with a single act, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

They have a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to do normal daily activities.

Under the Equality Act 2010 an Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be approved by the Governing Body and reviewed every three years. At Stretford High School the Plan will be monitored by the head teacher and evaluated by the relevant Governors' committee.

- 1.2 At Stretford High School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Stretford High School Accessibility Plan has been developed and drawn up based upon consultations with the Local Authority, pupils, parents and staff of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

The Stretford High School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

- 1.3 Stretford High School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

2.0 Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the **physical environment** of the school
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities;

Our objectives are detailed in the Action Plan below.

3.0 Contextual info

There are currently 115 students on the SEN register. Please see breakdown below.

	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Cognition & Learning	25	8	8	12	15	68
Communication & Interaction	2	0	1	3	5	11
Sensory and/or Physical Needs	5	2	2	0	1	10
Social, Emotional and Mental Health	8	5	4	4	5	26
	(of total 4 = EHC plans)	(of total 5 = EHC plans)	(of total 5 = EHC plans)	(of total 6 = EHC plans)	(of total 9 = EHC plans)	39 EHC plans / Statements
Grand Total	40	15	15	19	26	115

4.0 Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on entry to the school.

4.1 Physical Environment

The School has disabled access to most of its facilities and ensures that such access is maintained in its ongoing development of additional teaching spaces. As has been best practice in the past, the School will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

4.2 Curriculum

The School already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The School will continue to

review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

4.3 Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

5.0 Access Audit

5.1 The school consists of a number of one and two storey buildings. The buildings have wide corridors and in the main building the fire doors are held open on specifically designed fire door retainers. There are two platform lifts and one stair lift which can accommodate a wheelchair, which are maintained on a regular basis through a service agreement with Gartec Ltd. Access to the lifts is not restricted and the appropriate staff and students are trained in the operation of the lift when relevant.

5.2 On-site car parking for staff and visitor includes two dedicated disabled parking bays. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are two disabled and accessible toilet facilities in the main building and two in the Sports Village available. All these are fitted with a handrail and an emergency pull cord.

The school has internal emergency signage and escape routes are clearly marked. In the event of an emergency evacuation there are refuge areas for wheelchair users. Fire warden training in respect of emergency evacuation of people with limited mobility is completed on a regular basis.

6.0 Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.

7.0 Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target	Strategies	Timescale	Responsibility	Outcomes
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of students and provide training for staff as needed.	Reviewed every half term	Ellie Lioudaki/ Karen Chantler	Staff are able to enable all children to access the curriculum.
To ensure that all children are able to access all out of school activities e.g. clubs, trips, and residential visits	Assess suitability of venues to ensure that they are accessible. Provide support where necessary for SEND students are on trips	Reviewed every half term	Ellie Lioudaki/ Karen Chantler	All SEND students have opportunities to attend trips and participate in clubs
To provide specialist equipment to promote participation in learning by all pupils.	Ensure that students have access to laptops/overlays/customised pens	Reviewed every half term	Ellie Lioudaki/ Karen Chantler	All SEND students have access to relevant equipment so that they can access the curriculum
To provide effective support for all SEND students taking examinations	<ul style="list-style-type: none"> • Access arrangements to be in place by relevant deadlines. • Publicise details of students entitled to access arrangements to staff each year. • Inform parents of access arrangements • Review access arrangements each term. 	Reviewed every half term	Ellie Lioudaki/ Karen Chantler	Relevant Access arrangements will be in place to ensure that SEND students can complete their exams

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Carillion Stockport Property Services. Suggest actions and implement as budget allows.	November 2016	Vicky Arrowsmith	Modifications will be made to the school building to improve access.

Aim 3: To improve the delivery of information to disabled pupils and parents.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary. Interpreters are provided.	As needed	Lindsay Brindley	Written information will be provided in alternative formats as necessary.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Termly		Parents are informed of children's progress.