

# Accessibility Plan



Undershaw

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| Policy Title               | Accessibility Plan                             |
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| Reviewed By                | Assistant Headteacher, Safeguarding and Health |
| Approved By                | FGB  |
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| Signed by                  | Chair of Governors<br>Headteacher<br>May 2023  |

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### 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Undershaw is an inclusive school where the best interests of the child are at the heart of everything that we do. Our school empowers students to aspire and achieve by providing access and opportunities for all pupils without discrimination of any kind. All of our students have complex needs and have an Education, Health and Care Plan, we ensure that all our students have equal opportunities for reaching their individual potential; socially, emotionally and academically.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 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.

### 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   | Objectives  | Actions to be taken  | Person responsible  | Date to complete actions by                                  | Success criteria  |
|---|---|---|--|---|--|---|
| Increase access to the curriculum for pupils with a disability  | <p>Our school offers a differentiated curriculum for all pupils</p> <p>Students’ SEND needs are reviewed annually through the EHCP AR process.</p> <p>Tutor Teams know and understand the needs of their students and ensure that this knowledge is shared relevantly across the whole school team.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked individually for all pupils, in all year groups.</p> <p>Targets are set effectively</p> | <p>Short term - Development of the library space to create a discrete, low sensory room and to increase accessibility for all pupils</p> <p>Increase our range of books that represent people with disabilities</p> <p>Medium term – to ensure all staff are aware of the Equality Act 2010.</p> <p>Long term – curriculum development to increase options for KS4 study and qualifications</p> | <p>Works to be undertaken from agreed plans during Summer break 2023</p> <p>Consultation with students to ensure that they feel represented by the books within the school library</p> <p>Training on the Equality Act 2010 to be incorporated into the annual staff CPD</p> | <p>English Lead</p> <p>English Lead</p> <p>Assistant Headteacher Safeguarding &amp; Health</p> <p>Deputy Headteacher - Academic</p> | <p>September 2023</p> <p>December 2023</p> <p>April 2025</p> | <p>Increased use of the Library by all students</p> <p>Increased use of the Library by students with sensory difficulties</p> <p>Increased access and use of the library stock</p> <p>Certainty that all staff have been made of the Equality Act 2010 and the duties laid out within it.</p> <p>Increased achievement of academic and vocational qualifications at KS4</p> <p>Increased Post 16 Offer – with a wider</p> |

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|---|---|--|---------------------|--|-----------------------------|---|
|   | <p>and are appropriate for pupils with additional needs<br/>                     There are fortnightly curriculum meetings to ensure the curriculum is reviewed to make sure it meets the needs of all pupils<br/>                     All staff have attended SEND specific training</p> | <p>pathways for all students<br/>                     Long term – Further development of the Post 16 Offer to increase access to work experience opportunities and the development of employability skills<br/>                     Long Term – ongoing weekly staff CPD and individual CPD opportunities to increase SEND specialisms</p> |                     | <p>Progression Coach &amp; Faculty Lead<br/>                     - Employability &amp; Life Skills</p> | <p>September 2025</p>       | <p>variety of work experience opportunities and an increased amount of time spent within the community.</p> |

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|---|--|---|---|---|---|--|
| <p>Improve and maintain access to the physical environment</p>  | <p>The environment is adapted to the needs of pupils as required. This includes:<br/>                     Undershaw site was architect designed to be fully accessible<br/>                     Arts &amp; Media Centre has been adapted to ensure that the majority of areas are physically accessible for people with disabilities.<br/>                     Ramps<br/>                     Corridor width<br/>                     Disabled parking bays<br/>                     Disabled toilets and changing facilities<br/>                     Step free and/or lift access to all floors and internal areas and facilities of the main school site.<br/>                     Students are consulted with regarding accessibility of the school sites and facilities via the Student Council</p> | <p>Ongoing – Ensure that all indoor and outdoor activities are safe and accessible for all.</p> <p>Short term – the creation of a calm, low sensory regulation room</p> <p>Short term – increase the size of the current 7.3 classroom to optimize accessibility of space</p> | <p>Activity specific risk assessments to be completed to ensure safety and accessibility before any activity is offered.<br/>                     Trip pre-planning involves visiting trip location for completion of risk assessment to ensure safety and accessibility for all.<br/>                     Plans and works for the Regulation Room and current 7.3 classroom to be carried out during the Summer Holidays 2023.</p> | <p>Member of staff planning activity. Risk assessments overseen by SLT</p> <p>Member of staff planning trip. Risk assessments overseen by SLT</p> <p>Premises Manager</p> <p>Headteacher</p> <p>School Business Manager</p> | <p>Ongoing</p> <p>Ongoing</p> <p>September 2023</p> | <p>Wide range of indoor and outdoor curriculum and enrichment activities accessed safely by all students.<br/>                     Wide range of trips accessed safely by all students.</p> <p>Students experiencing sensory overload or emotional dysregulation will regularly make use of the Regulation room with staff support<br/>                     Improved accessibility of current 7.3 classroom.</p> |

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|   |                       | <p>Medium Term – improve the external site lighting</p> <p>Ensure that on site disabled parking is available at all times</p> <p>Long term – improve signage and provide tactile signage and information on both school sites</p> | <p>Audit of external lighting</p> <p>Clearly designated and allocated Disabled Parking slots – reserved and booked in as needed</p> <p>Audit of internal and external signage</p> | <p>Headteacher/SBM/Premises Manager</p> <p>Headteacher/SBM/Premises Manager</p> <p>Headteacher/SBM/Premises Manager</p> | <p>September 2024</p> <p>September 2024</p> <p>September 2025</p> | <p>All external stairways and pathways will be clearly lit.</p> <p>Visitors will be able to book and to have confirmed access to a disabled parking space.</p> <p>Much clearer signage around both school sites and the provision of tactile signage for key site navigation signs.</p> |

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| <p>Improve the delivery of information to pupils with a disability</p>                                    | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations through the use of Widgit software (InPrint)</li> <li>• Visual, social stories are routinely used and shared with all students to communicate activity plans, school news and curriculum content.</li> </ul> | <p>Short term – Ensure that information boards consistently contain pictorial or symbolic representations the Use of Widgit Software</p> | <p>Review of all communication boards and the addition of pictorial/symbolic representations where still needed.</p> | <p>Staff responsible for the individual information boards overseen by SLT</p> | <p>September 2023</p>       | <p>All students are able to access the content of all the information boards around the school.</p>  |
|   |   | <p>Medium term – Further development of the format of the school website to increase accessibility for students and their families.</p>  | <p>Consultation with students via the Student Council and its Student Reps<br/>Consultation with parents</p>         | <p>Marketing &amp; Fundraising Manager<br/>SLT</p>                             | <p>September 2024</p>       | <p>The website is used regularly as a source of information by both students and their families.</p> |
|   |   | <p>Ensure that printed/large print versions of reports and letters are routinely sent</p>  | <p>School report/letter Accessibility List to be created and routinely used by the school admin team</p>             | <p>SLT<br/>Admin Team</p>  | <p>September 2024</p>       | <p>All parents will receive reports and letters in the most accessible format</p>                    |



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|   |                       | <p>home to the parents who need to access them in this way.</p> <p>Long term – Further develop the consistency of the communication of curriculum content and student task management boards.</p> | Development agreed and planned during curriculum planning meetings | <p>Deputy Head Academic</p> <p>Heads of Faculties</p> | September 2025              | <p>for their individual needs.</p> <p>There will be consistent communication of curriculum content and use of student task management boards as per our Universal Offer embedded across the school.</p> |

#### 4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher. It will be approved by the governing board.

#### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy

- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) Information Report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

|                                   |                              |                  |             |             |
|-----------------------------------|------------------------------|------------------|-------------|-------------|
| <b>Policy No/Name:</b>            | <b>Accessibility Plan</b>    |                  |             |             |
| <b>Statutory: Y</b>               | <b>Online: Y</b>             | <b>Parago: Y</b> |             |             |
| <b>Review Frequency: 3 yearly</b> | <b>FGB Committee Review:</b> |                  |             |             |
|                                   | <b>2023</b>                  | <b>2026</b>      | <b>2029</b> | <b>2032</b> |
| Staff Member responsible          | Head Teacher                 |                  |             |             |
| Nature of changes made            | Initial Draft                |                  |             |             |
| Date reviewed by Committee        | May 2023                     |                  |             |             |
| Date next review is due           | May 2026                     |                  |             |             |
| <b>File Version</b>               | <b>1</b>                     |                  |             |             |