



Alderman Peel High School

Accessibility Plan

Written by	Mr A Ogle (Principal)
Ratified by APHS Local Advisory Board on	July 2021
Review Date	June 2021

Introduction:

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years.

Definitions of Special Educational Needs or Disability (SEND):

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

1. has significantly greater difficulty in learning than the majority of others of the same age or
2. has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.

(SEND code of Practice 2014)

The school's Aims:

Our aim is to achieve maximum inclusion of all pupils, including those with SEN, and meet all pupils' individual needs by removing barriers to participation and learning to enable them to benefit from learning opportunities within our Curriculum. We are committed to continuously developing our practice across all subject areas and gain a greater understanding of students' individual needs. Appropriate interventions will be implemented to enable students to progress and reach their potential.

The Equality Act 2010:

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post 16 institutions, local authorities have towards disabled children and young people; They must not directly or indirectly discriminate against, harass or victimise disabled children and young people:

- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public-sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014) Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:
 - (a) He or she has a physical or mental impairment, and
 - (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan:

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years, However this policy will be reviewed annually reflecting the needs of students and staff at that time or in anticipation of them joining APHS. Our Values of Ambition, Pride, Happiness and Success refer to every single student. We believe that no students should have their opportunities restricted because of any protected characteristics. This policy works in conjunction with our SEND policy and our Pupil Premium Plan.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Planned Outcome	Current position	Planned action	Timescale	Actioned by	Monitored by
Access to the Curriculum					
All students have access to the curriculum enabling them to make progress	Students with SEND are given access to the curriculum supported by all staff, led by the school's specialist SEND provision in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting and provide them with specialist support they need. Students that have a physical impairment are supported by whatever means necessary to help them move around school and in lessons. One area of the school is only accessible via stairs. Students that have visual or hearing impairments will be supported by meeting their individual needs such as seating positions and different resources.	Continue to source solution / Capital Funding to build a lift providing access to all classrooms. Est cost £70,000. Whole classes will be moved downstairs as required to enable all students to access the full curriculum.	When funding is available	AOG / Trust	LAB
Access to the wider curriculum					
All students have access to extra curricular clubs, events and trips.	Risk assessments are included as part of the Evolve trip approval system. Students have access to areas where extra-curricular activities and clubs are taking place. Classrooms are changed when access proves difficult if this is not viable then the class is re-roomed.	Risk assessments are written for individual students as required	In place	Trip Leaders and EVC	Principal
Access to Learning					
All teachers are fully able to meet the requirements of disabled students needs with regard to accessing the curriculum.	The schools values apply to all students is and are reflected in our approach to learning. We have a shared moral duty to support these students however is necessary, reasonable and appropriate.	Continued training as identified for individual or all staff to maximize support for students, maximising their opportunities for success.	In place	HODs, DOLs, Leadership Team	SENDCo Principal

Access to the physical environment					
Maintain and improve access to the physical environment.	Students with hearing impairments are supported via specialist staff. External yellow lines are repainted regularly to support visually impaired students and staff. Staff are supported individually with any identified needs. The school site (1963 building) is constantly being adapted and improved, whenever possible to make access easier for students, staff and visitors. Eg toilets, parking bays, classroom catering station,	3 yearly audit of access to inform and advise of action and priorities. (This was not possible during COVID)	In place	Site team	Principal
Staff					
Promote equality of opportunity for staff	Monitor data in relation to recruitment, retention and professional development. Encourage disclosure of disability. Arrangements in place for equality of provision for disabled staff.	Consistently review the needs of staff, identifying any requirements for change to the current processes and policies.	In place	LT	Principal
Attitudes and Perceptions					
Promote equality of opportunity for all members of our school community and beyond	Although there are no reported incidents linked to our pupils that have a physical impairment we still educate pupils in this way through assemblies, lessons, our RSE curriculum and Citizenship Days.	Consistently review the attitudes and perceptions of students and address any misperceptions or lack of knowledge.	In place	Hub team LT	Principal

Appendix 1: Accessibility audit (July 2021)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two			
Corridor access	Wide corridors throughout the school			
Lifts	1 lift to Catering, LRC, Drama, Art room	Additional lift to provide access to classrooms at rear of school	Principal / Trust	
Parking bays	Two designated disabled bays at the front of school			
Entrances	Front and rear access is designed to enable disabled access.			
Ramps	Provided at front and rear entrances	Monitor closely ramps for uneven surfaces	Site Manager	
Toilets	Disabled and non-gender specific toilets easily accessible			
Reception area	Spacious to allow access, hearing loop provided, Low desk for wheelchair users.			
Classrooms	Low catering station (Catering room)	Update all classroom / door signage	Principal	
Pool	Hoist in place to allow disabled access			
Movement around school	Yellow lines in place as required			