



## **Accessibility Plan**

**Reviewed February 2018 Next review February  
2020**

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

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.

The school ethos is everyone matters everyone helps everyone succeeds which reflects the inclusive education we promote.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **Key Objectives**

To reduce and where possible eliminate barriers to accessing the curriculum and participation in the Rainford High School community for students and prospective students who have a disability.

## **Principles**

1. Not to discriminate against disabled students in their admissions and exclusions or the provision of education and associated activities
2. Not to treat disabled students less favorably
3. To take reasonable steps to avoid putting disabled students at a substantial disadvantage
4. To publish an Accessibility Plan

In performing their duties and formulating Policies Governors and Staff will give due regard to the Disability Rights Commission (DRC) Code of Practice dated 2014. Rainford High School fully recognises and values the unique parental knowledge of their child's disability and the effect of that disability on the ability of their child to carry out some activities commonly and readily carried out by other children of the same age. Rainford High School also recognises and respects the right to confidentiality for parents and children. The School provides all students with a broad and challenging curriculum, differentiated and adjusted in accordance with the needs of individual students and their own learning styles.

## **Actions**

### *Increase access to the curriculum for pupils with a disability*

- Our school offers a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum resources include examples of people with disabilities.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all pupils.

### *Maintain access to the physical environment*

The environment is adapted to the needs of pupils as required.

This includes:

- Ramps
- Elevators
- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height
- Cookers, sinks at height adjustable work stations

- Height adjustable desks in the majority of rooms.

#### *Improve the delivery of information to pupils with a disability*

- In the design and production of literature and information Rainford High School will ensure that such publications can be produced in an alternative format when requested or required.
- Our school uses a range of communication methods to ensure information is accessible. This includes:
  - Electronic devices e.g. Kindle/surface tablets
  - Large print resources
  - VI and HI team support
  - Pictorial or symbolic representations
  - Dictaphones

#### **Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Rainford High governing body/trustees and the Principle: Ian young.

#### **Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Access arrangements policy