

## ACCESSIBILITY PLAN FOR MEOLS COP HIGH SCHOOL

3 Year period covered by the Plan : Meols Cop High School – 2021 to 2024

### **Introduction**

The Equality Act 2010 brought together a number previous anti-discrimination laws with a single Act. The public sector Equality Duty, which came into force on 5 April 2011 applies to all public bodies. Meols Cop High School recognises its responsibility to tackle discrimination and provide equal opportunities for all with regards to Accessibility.

This policy outlines the school plan for Accessibility over a 3 year period and addresses the statutory requirements of the plan as outlined by the Equality Act (2010), which include:

- 1. Increasing the extent to which disabled pupils can participate in the school's curriculum*
- 2. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school*
- 3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.*

The Accessibility Policy runs in conjunction with the school SEND Policy and Equality Policy in outlining how Meols Cop High School plan for and address the need for equal opportunities for all of our school community.

### **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

## **School Vision**

Meols Cop High School is proud of its inclusive nature and is determined to ensure that all its students are treated with respect as individuals and each one is able to flourish and succeed irrespective of race, gender, creed, educational need or disability.

We expect all of our students to participate and achieve in every aspect of school life. Consequently, the school strives to set an appropriate curriculum, responds to students' diverse needs and aims to identify and remove barriers to disabled students in every area of school life.

## **Information Gathering**

The data gathered to inform the Accessibility Plan was retrieved in September 2021. A system is in place to update this as new students, staff, governors and volunteers join the school community. Data collection will take place annually and amendments to the plan made accordingly each year. The appendices show all declared disabilities. Disabled pupils and staff are identified through self-declaration and admission forms. GDPR legislation will be observed in sharing this information. Disabled parents, governors and other School users are identified through self-declaration. GDPR legislation will also be observed in sharing this information.

## **Monitoring of 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 and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

## **Links to other policies**

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our special educational needs policy for an outline of our full provision of support for pupils with SEND.

## **Publishing and Reporting on the Plan**

The plan will be initially reviewed by the full governing body and published on the school website. In addition, a copy is in the staff handbook. A hard copy is available on request. Upon request, the printing of the policy can be adapted to suit the needs of the reader, including changing the font and colour of the text or paper.

Implementation will be taking effect from September 2021 and the plan clearly states who is responsible for implementing each key objective.

Reporting on the plan will take place annually and will be presented to the relevant governors committee. This will include any adjustments to the original plan as well as reporting on the progress and impact of the objectives set.

This plan is a working document and it is anticipated that it will evolve and change throughout its lifetime. Subsequently, the first year objectives is the most detailed and it is envisaged that additional detail will be added to years two and three in the twice yearly reviews.

Every three years, the scheme will have a complete review and will be revised in light of this.

## Accessibility Plan

### 1. Increasing the extent to which disabled pupils can participate in the school's curriculum

Timescale	Targets	Activities	Outcomes	By Whom	Resources	Success Criteria
<b>3 Year Plan</b>	<p><u>Year 1</u> Continue to develop the skills, knowledge and understanding of our staff by ensuring that staff are equipped with the knowledge and skills to deliver Quality First Teaching to all students in school</p>	<ul style="list-style-type: none"> <li>• Delivery of CPD to staff around Quality First Teaching as part of our whole school CPD offer including supporting trauma/ACES and supporting specific areas of SEND.</li> <li>• Use of TA3 roles, including SEMH support and SEIS support to meet regularly with selected students with Autism and update students Educational Plans, including EHCPs as well as providing advice to staff and parents.</li> </ul>	<p>Staff appreciate and are able to meet the needs of our students with different types of SEND needs</p> <p>Improving deployment of Teaching Assistants as evidenced by greater student independence and through reviewed educational plans</p> <p>Improving attendance, attainment and progress reported for students involved with direct work with TA3 interventions</p>	<p>SENIS, external agencies and Deputy Headteacher to deliver training</p> <p>Level 3 Teaching Assistants in liaison with SENDCo and Deputy Headteacher</p>	<p>CPD funded through disadvantaged budget and other training at no cost to school (provided as part of SENIS involvement)</p> <p>High Needs Funding to support work with named students</p>	<p>Students make at least expected progress from their starting point regardless of disability.</p> <p>Student and parent/carer feedback indicates that they feel well supported with regards to their needs in school</p> <p>Increased student independence reported by teaching staff</p> <p>Students with Autism recognise their individual strengths as learners as well as strategies to cope with times of anxiety</p>

<p><b>Year 2</b> Further develop the access to the curriculum for students with a focus on physical disability</p>	<ul style="list-style-type: none"> <li>• Ensure all subjects at have the necessary equipment to support students with physical disabilities</li> <li>• Research and provision of appropriate equipment to support students with visual and hearing impairments</li> <li>• Review and development of curriculum to allow all students to access a full range of appropriate courses and experiences regardless of need</li> </ul>	<ul style="list-style-type: none"> <li>• Students can continue to experience a broad and balanced curriculum that is appropriate to their needs</li> <li>• Enhanced access to class materials for students with additional needs such as the use of dictation software and camera magnifiers linked to tablet computers</li> <li>• Provision of materials and required equipment to individual subjects to ensure students can access learning, including computers, software, physical aids, magnifying cameras and staff support as needed</li> </ul>	<p>Headteacher, Deputy Headteacher Assistant Headteacher</p> <p>SENDCo Deputy Headteacher</p> <p>Assistant Headteacher</p>	<ul style="list-style-type: none"> <li>• Additional High Needs Funding when provision for individual student exceeds £6000.</li> <li>• Continued CPD for Teaching Staff and Support Staff in use of new equipment</li> </ul> <p>Resources provided as required</p>	<p>Student can fully access the curriculum and make at least expected progress in all subjects</p> <p>Students have the necessary equipment available to access their learning</p> <p>All students can access classroom learning as well as the visual and audio environment of school</p>
<p><b>Year 3</b> The development of additional provision to support a broad and balanced curriculum for students with disabilities</p>	<ul style="list-style-type: none"> <li>• Research of alternative academic courses that can enhance the curriculum for all students</li> <li>• Reporting to governors of curriculum adjustments with rationale for this</li> <li>• Research of additional facilities that could enhance curriculum, such as outdoor learning or mental health provision additional to the current school offer. This may include consultation with Primary Schools and</li> </ul>	<ul style="list-style-type: none"> <li>• Broadening of the curriculum for students that have physical or mental barriers to accessing learning.</li> <li>• Resourcing and staffing of courses to be approved if deemed appropriate by governing body</li> <li>• Consultation with all stakeholders will identify demand for additional facilities in school. Liaison with other schools to show implementation of potential facilities or courses</li> </ul>	<p>Assistant Headteacher (curriculum)</p> <p>Assistant Headteacher (curriculum)</p> <p>Governing Body</p> <p>Deputy Headteacher</p>	<p>Appropriate courses for curriculum development for Assistant Headteacher</p> <p>Resources for curriculum to be implemented as necessary</p>	<p>Reporting of curriculum changes to evidence effective research and rationale of curriculum</p> <p>Adjustments to be approved if deemed appropriate</p> <p>Facilities available within school will ensure the desired curriculum can be delivered</p>

		Local Authority to assess areas of future need				
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## Accessibility Plan

### **Part 2: Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.**

<b>Timescale</b>	<b>Targets</b>	<b>Activities</b>	<b>Outcomes</b>	<b>By Whom</b>	<b>Resources</b>	<b>Success Criteria</b>
<b>3 Year Plan</b>	<p><b>Year 1</b></p> <p>Audit of physical environment of school to highlight any accessibility issues to be addressed.</p>	<ul style="list-style-type: none"> <li>• Audit of lifts and ramps around school</li> <li>• Audit of classrooms and other areas of school to check accessibility for all students and staff</li> <li>• Recommendations reported to Senior Leadership Team and Governors environment committee to prioritise any necessary works</li> </ul> <p>Implementation of zones system and initial investigation into an accessible outdoor walkway to enforce a true one way system to improve student movement</p>	<p>All wheelchair lifts to be working correctly and modified as appropriate</p> <p>Any issues regarding access to be reported and solutions found to aid access</p> <p>Work to be scheduled with appropriate services as required</p> <p>Implementation of appropriate signage in school</p> <p>Review of walkway to be undertaken with site manager and local authority</p>	<p>Premises Staff and contractor</p> <p>Premises staff liaison with Leadership Team</p> <p>Leadership Team</p>	<p>Call out charge as required</p> <p>Cost of scheduled work to be paid as necessary</p> <p>Expecting quote for planned walkway and covered space</p>	<p>Students, staff and visitors can access all areas of school as required (other than both corridors on first floor of school)</p> <p>Pre-empt and plan for any further accessibility issues not already present on school site</p> <p>Students, staff and visitors can access all areas of the school site safely</p>
	<p><b>Year 2</b></p> <p>Review of learning provision to be carried out, including facilities within ASC and SpLD Learning Bases</p>	<ul style="list-style-type: none"> <li>• Continuation of any previous work highlighted in audit of facilities in Year 1</li> </ul> <p>Review SEND needs in school and current provisions including feasibility of a lift for wheelchair users to take them to the first floor areas of school</p>	<ul style="list-style-type: none"> <li>• Further work highlighted in year 1 to be completed. This will be updated with specific tasks at the start of Year 2 of the plan</li> </ul> <p>Possible plans for installation of a lift drawn up</p>	<p>Headteacher Premises Staff</p> <p>Premises Staff</p>	<p>Resources to be identified and budgeted for before start of Year 2.</p> <p>Cost of planning</p>	<p>Completion of audited work or plan for completion made for Year 3</p> <p>Possible plans shown to school governing body</p> <p>Decision made on feasibility of a lift</p>



## Accessibility Plan

### Part 3: Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Timescale	Targets	Activities	Outcomes	By Whom	Resources	Success Criteria
<b>3 Year Plan</b>	<p><b>Year 1</b> To ensure that students, parents and carers can access information that in a format that best meets their needs.</p>	<ul style="list-style-type: none"> <li>Place essential information for parents and carers on the school website.</li> <li>Promote and embed use of MyEd, School Cloud and Microsoft 365 applications</li> <li>Arrange for a signer and interpreter for parents' evenings and Information Evening where required</li> <li>Any physical adjustments such as ramps and use of additional rooms to ensure parents and carers with physical disabilities can access any school events</li> </ul>	<p>Parents and carers can access information sent home</p> <p>Improved access to parent notices and student homework for parents and carers</p> <p>All parents can access parents events and the option for remote access to these is provided to ensure that we are maximising participation</p>	<p>Any relevant school staff to liaise with IT support team</p> <p>Assistant Headteacher</p> <p>Deputy Headteacher and relevant Progress Leader</p>	<p>ICT technician time</p> <p>Cost of applications</p> <p>Booking of external signers/interpreters</p>	<p>All parents, students and carers can access parents events, homework, school calendar, options booklet, relevant policies and weekly updates</p>
	<p><b>Year 2</b> Review school access arrangement provision for exams, including the use of new technologies</p> <p>Investigate and purchase alternative equipment for students who experience difficulty with accessing or recording written communication</p>	<p>Review the facilities available for exams. Investigate any new software and hardware available for examinations.</p> <p>Purchase technology to enable students to better access written information.</p> <p>Purchase hardware such as tablet computers with software to support students with</p>	<p>Students can continue to access exams in a way that ensures their best possible progress</p> <p>Students make appropriate progress because they can access learning in a manner that best suits them</p>	<p>Deputy Headteacher</p> <p>SENDCo</p>	<p>Cost of any new technologies</p> <p>Laptops Tablets</p>	<p>Students make appropriate progress because they can access their exams in an appropriate way</p> <p>Students make appropriate progress because they can access their teachers' comments.</p>

		visual/hearing impairment as necessary				
	<p><b>Year 3</b> Review SPLD and ASC provisions to ensure they best meets students' needs.</p>	<p>Training for staff, induction for new teachers, advanced for established members of staff.</p> <p>Introduction of new provisions within Bases including updated social communication and literacy interventions</p>	<p>Staff to include specific provision for improving delivery of information to students with additional needs</p> <p>Students in Bases to have the necessary academic, social and emotional support to access a broad and balanced curriculum</p>	<p>SEND Team</p> <p>SENDCo Deputy Headteacher</p>	<p>CPD time</p> <p>Cost of new provisions</p>	<p>Students make appropriate progress because they can access school resources appropriately</p> <p>Students in the resourced provisions to make at least expected progress within academic subjects. Students to feel safe, happy and well supported within school community</p>