

Sir Tom Finney
Community High School

Accessibility Plan

Updated September 2022

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Statement of intent

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the governing body of Sir Tom Finney Community High School to ensure access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Ensure students with disabilities can participate in the school curriculum.
- Continue to improve the environment of the school to increase the extent to which students with disabilities can continue to take advantage of education, benefits, facilities and associated services provided.
- Continue to make information accessible and readily available to those with disabilities.

The above aims will be delivered within reasonable timeframes, and in ways which are determined after considering individual disabilities and the views of the parents/carers and young person.

In the preparation of an accessibility strategy, there must be regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

These duties are delegated to the Headteacher and Senior Leadership Team who will report to Governors as required.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- The school community
- The headteacher and other relevant members of staff
- Governors
- External partners as appropriate

This plan is reviewed annually to take into account the changing needs of the schools and its students, and where the school has undergone any physical changes.

Signed by:

Shaun Jukes

Headteacher

1.9.23

Date:

Dorothy Jones

Chair of governors

1.9.23

Date:

Planning duty 1: Curriculum

Governing body will delegate to the Headteacher and senior leadership responsibility to ensure monitoring, through audit of the curriculum opportunities, the extent to which students with disabilities can access the curriculum on an equal basis with their peers. Actions may be identified to address specific gaps and improve access should it be required. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of the students themselves or their parents/carers.

Issue	What	Who	When	Outcome	Review
Consider any gaps in curriculum opportunities that unfairly impact upon students with disabilities	Audit and monitor and report back	SLT + HOD	Via Sept planning Spring 2024	Any gaps or unfair impacts are addressed ready for September	Summer 2024
Students with low incidence needs Hearing Impairment/Visual impairment OR THAT require resources/differentiated outcomes that support their progress and development	Bought in specialist services and resources(QTVI/ HI) Training and professional development – staff members undertaking QTVI training Deputy Head acts as professional	Senior Leadership/HOD to arrange and organise	Ongoing from Sept 2023	This group of students show improvements and progress to meet targets/EHCP outcomes	Summer / Autumn 2024

	<p>liaison with specialist bought in support</p> <p>BSL delivered as part of curriculum offer</p> <p>Provide 1:1 support as required</p>				
<p>Students presenting with complex mental health challenges require additional support by mentoring programmes/individual timetables</p>	<p>Mentoring programmes in place</p> <p>SLT lead identified (deputy)</p> <p>ELSA/mentoring responsibilities lie in departmental pastoral framework</p> <p>Development of ELSA champions in</p>	<p>ELSA/mentoring embedded in departments</p> <p>Pastoral teams offer individual mentoring and support</p> <p>Deputy Head is lead person responsible for pastoral care, welfare and behaviour</p> <p>Close liaison with CAMHS, social care, nursing teams</p>	<p>ongoing from Sept 2023</p>	<p>This group of students show greater improvements and progress gains than previously and feel supported and equipped with strategies to maintain their health and well being</p> <p>Positive feedback from parents/families</p> <p>Attendance remains consistently in line with peers</p>	<p>Summer / Autumn 2024</p>

	each department school staff trained and school accredited in ACE's Individual timetables in place				
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Planning duty 2: Physical Environment

The building and premises was designed, refurbished and newly built to specifications which accounted for disabled access across the whole physical environment (2015) and all stakeholders including students, parents and families, staff, governors, community and contractors and LCC were involved in that process. However, the Governing body should delegate a regular review to the Headteacher to consider if any changes are required given the changing nature of the student population or any specific individual needs to ensure that all are able to access the physical environment alongside their peers. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of the students themselves or their parents/carers.

Issue	What	Who	When	Outcome	Review
External provision development	See SIP for more detail	SLT and student council	2023-24	Developments enhance access to physical environments for all	Summer 2024

Planning duty 3: Information

Governing body will ensure, through delegation to Headteacher and senior staff, that all members of the community with a disability can access information on an equal basis with their peers. Any actions identified to address specific gaps and improve access will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Issue	What	Who	When	Outcome	Review
Any Information in/or sent out by school is made accessible to all; accounting for disability/language barriers etc	By appropriate conversion Signs, symbols, braille, translation etc	All staff	ongoing	Information easily accessible as per requirements	Summer 2024
Ongoing monitoring of information access for disability	Regular checking	senior staff and administrative team	ongoing	Information easily accessible as per requirements	Summer 2024