

Sir Tom Finney
Community High School

Accessibility Plan

Updated September 2020

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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 increase 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 take advantage of education, benefits, facilities and associated services provided.
- Continue to improve the availability of accessible information, which is readily available to other students, to students with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have 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 who will report to Governors.

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

- The parents/carers of students as required
- 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.

Electronic Signed by: (hard copy has written signatures)

Shaun Jukes

Headteacher

1.9.20

Date:

Dorothy Jones

Chair of governors

1.9.20

Date:

Next review date: Sept 2021

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 reported back to Governors	Deputy (T&L)	Via Sept planning Spring 2021	Any gaps or unfair impacts are addressed ready for September	Summer 2021
Students with low incidence needs Hearing Impairment/Visual impairment require resources/differentiated outcomes that support their progress and development	Bought in specialist services and resources Employ specialist teacher for VI (QTVI) Training and professional development Upskill specific staff to act as advocates for	Senior Leadership to arrange and organise	Ongoing from Sept 2020	This group of students show greater improvements and progress gains than previously	Summer / Autumn 2021

	<p>this group of learners</p> <p>Add BSL onto curriculum as a specific subject delivery</p> <p>SLT observation and monitoring</p>				
<p>Students presenting with complex mental health challenges require additional support by mentoring programmes/individual timetables for individual students</p>	<p>Mentoring programmes in place</p> <p>SLT lead identified (deputy (T&L) HLTA – responsibility and trained in emotional literacy and well being</p> <p>Additional TA3 trained in ELSA delivery</p>	<p>Mentors supporting programme delivery overseen by Deputy head</p> <p>HLTA plans development of ELSA programme in school alongside additional TA3 trained support</p>	<p>ongoing from Sept 2020</p> <p>Autumn 2020 – Spring 2021</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>Summer / Autumn 2021</p>

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 e.g. playground space canopy/seating	Prioritise requirements with SLT, staff and student council	SLT/staff and students council	2020-21	Developments enhances access to physical environments for all learners	Summer 2021
External Gym – requires maintenance	Maintenance needs identified	External contractor	Autumn 2020	External gym is repaired and made good for use by all	Spring 2021
Check efficiency of UV film provision for glass roofing/skylights – (shelf life	information re-shelf life dates to be confirmed	Facilities management, site staff, SBM, Hea	Autumn 2020	Individual student health maintained and allows access to all rooms/corridors	Summer 2021

Heating in sports hall	Get prices during summer holidays	Contractors, facilities management/SBM	Summer 2020	More efficient and effective heating supports all students	Spring 2021
Upstairs –future development	Consultation completed and LCC cabinet signs off agreement to proceed	LCC SBM/site staff Headteacher External contractor appointed by LCC	Autumn 2020	(Long Term) Area is used to support LCC SEND provision and capacity based upon project plans	Likely 2 year lead in time Autumn 2022
Annex building	Room use	SLT/site staff Headteacher Governors	Autumn 2020	Building rooms used more effectively and made accessible to all	Spring 2021

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 school is made accessible to all; accounting for disability/language barriers	By appropriate conversion Signs, symbols, braille, translation etc	All staff	ongoing	Information easily accessible as per requirements	Summer 2021
Ongoing monitoring of information access for disability	Regular checking	senior staff and administrative team	ongoing	Information easily accessible as per requirements	Summer 2021
Ensuring all stakeholders have a 'voice'	Re - establish a 'parent stakeholder group'	Head/SLT/parent liaison/parent governors, parents	Autumn 2020	Parents continue as stakeholders with a voice	Summer 2021