



ACCESSIBILITY POLICY

2021 - 2022

This is a Trust policy that has been adapted to Greenbank High School referencing designated staff



Policy Approval: September 2021
Policy Renewal: September 2022

Reviewed by the LGB

“The Trustees of the Southport Learning Trust are committed to safeguarding and promoting welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”.

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1. 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. Education at Greenbank provides much more than exam excellence. It aims to develop and nurture all students to take their place as caring and confident women in the outside world and promote our values of Inspire, Care, Achieve. We therefore aim to remove any barriers to learning and improve our students' access to their education allowing them to achieve their full potential.

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.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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. This policy complies with our funding agreement and articles of association.

3. Action plan

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

Access for SEND pupils to the curriculum

TARGET	STRATEGY	TIMEFRAME	STAFF RESPONSIBLE	SUCCESS CRITERIA	COST
Increase access to the curriculum for pupils with a disability.	<ul style="list-style-type: none"> • 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 	Ongoing.	All staff - Whole School SEND Approach.	Improved progress and accessibility for SEND students.	TIME Department budgets for resources.
Curriculum access for current pupils with hearing problems is in place.	Alder Hey Hearing Team to ensure appropriate training is in place for staff Hearing loop system in place.	Ongoing	SENDCO and relevant teaching staff	All students with hearing impairments can access all parts of the curriculum.	School budget
Pupils with sight		Implemented.		ICT equipment	

problems can access computers and relevant equipment.	Text enlargers are available on 5 computers	Individual pupils can alter fonts to suit their needs.	Assistant Headteacher ICT and SENDCO	available to all.	School budget
Curriculum and Assessment accessible to pupils with all disabilities: physical, emotional and behavioral	Staff to review curriculum to ensure the learning needs of all pupils are addressed. All pupils are timetabled in classrooms that are appropriate and accessible to their needs.	Ongoing	Directors of Learning Heads of Year SENDCO Examinations Officer	Curriculum and assessment is accessible to all pupils	School Budget
Ensure all Learning outside the classroom is accessible to all.	Staff organising visits to complete risk assessment for pupils with disabilities.	For each visit	Group Leader Educational Visits Coordinator (EVC). Liaison with SENDCO	Pupils with disabilities to undertake visits including residential visits.	Cost of inspection visit, hire of specialist equipment, staff training and an extra member of staff.

Access to the physical environment of the school

TARGET	STRATEGY	TIMEFRAME	STAFF RESPONSIBLE	SUCCESS CRITERIA	COST
Improved access to curriculum for wheelchair users.	All lessons timetabled on ground floor. Special consideration given to planning of Enrichment Days to ensure they are accessible to all.	Ongoing	Deputy Headteacher Enrichment Day Leaders SENDCO	Pupil accessing full curriculum	School Budget
To enhance the facilities for intimate care for pupils with physical / medical disabilities.	Changing bed/physio bed placed in an appropriate setting.	Changing Bed is fixed to wall in Disabled Toilet.	Deputy Headteacher SENDCO Premises Manager	The intimate/medical needs of individual pupils are met	School Budget

	Training given to staff	Physio plinth in a separate room (SEN 2).			
Evacuation procedures reviewed for wheelchair users.	Clear evacuation procedures for wheelchair users to ensure safety. PEEPs in place.	Risk Assessment completed and evacuation procedure agreed. Ongoing in accordance to changes to the school building and regulations.	SENDCO Premises Manager	Evacuation procedure reviewed and any changes implemented.	School Budget
Adaptations made for students with physical difficulties to help access practical sections of the curriculum.	Alternative equipment available in: PE Food Technology Computing	In accordance to as and when a new need presents itself. All pupils are currently catered for.	SENDCO DOLS HODs	All pupils are exposed to the full curriculum experience.	Department budget.

The delivery of information to pupils with SEND.

TARGET	STRATEGY	TIMEFRAME	STAFF RESPONSIBLE	SUCCESS CRITERIA	COST
Improve the delivery of information to pupils with a disability	The school to look at methods of communication including: Internal signage <ul style="list-style-type: none"> • Large print resources • Braille • Induction loops • Pictorial or symbolic representation 	Ongoing	SENDCO SLT DOLS	Improved understanding and knowledge of procedure by SEND students	TIME.
School produced materials to be available in appropriate formats if required.	Staff to review materials in regards to suitability for Dyslexic Students. Staff use SEND registers to plan adaptations.	Ongoing	Directors of Learning Heads of Year Office Staff SENDCO	A database of sources of information is available from the SENDCO.	School budget

	Staff to take visual stress/ overlays and coloured paper into account.		Headteacher		
Availability of all documentation in an accessible format	Format of website is produced for parents/carers in several languages.	Ongoing	Headteacher and Staff as above	Information will be available in appropriate formats	School budget
Replacement as needed of textbooks. ICT to ensure materials are available easily to all.	As materials are replaced, staff will aim to buy resources accessible to all, bearing in mind cost. Appropriate EAL dictionaries available.	Ongoing	Directors of Learning Teachers in charge of Subjects	Information will be available in appropriate Formats.	Faculty budgets

4. Monitoring arrangements

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

It will be approved by the school Local Governing Body.

5. 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
- SEND and Disability policy.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two.	Funding to be investigated for possible lift.	Head/SENDCO	End of Academic year.
Corridor access	One way system in place.	Ensure one way system is in place.	All staff / Caretaker	Ongoing.
Lifts	None	N/A	N/A	N/A
Parking bays	Accessible parking bays at the front of school	Designated parents and visitors given access to disabled parking bays at the front of the school.	SENDCO/Office staff/SLT.	Ongoing.
Entrances	Ensure all entrances are clutter free	Ensure entrance to the astro turf pitches has the shale removed.	Care taker and Grounds staff.	Ongoing
Ramps	Ramps available in entrances from internal to external areas of school.	Ramps identified to wheelchair and frame users.	SENDCO/ Caretaker	Ongoing.
Toilets	Two Disabled Toilets with access and cleaning facilities.	Designated pupils and staff only, given access to these facilities.	Caretaker/SENDCO/SLT	Ongoing.
Reception area	One floor accessible to main body of the school	Ensure that meeting area and wheelchair access is available	Office staff/SEND TA	Ongoing.
Internal signage	Ensure all signage is enlarged and visual.	Review of main signage	SLT	Ongoing.
Emergency escape routes	All ground floor classrooms have doors leading out onto external areas of school with easy access to the fire points.	All routes on to the Fire Assembly to be wheelchair compatible.	Caretaker/Grounds team.	ASAP.