



ACCESSIBILITY POLICY

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Written by:	Mr T C Harris	
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1. Aims

Under the Equality Act 2010, it is unlawful for a school to discriminate against a student, prospective student or member of the wider school community by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Schools are therefore required to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Norton Canes High School is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports all available partnerships to develop and implement the plan.

Norton Canes High School aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

This plan will explain the policy for accessibility and is available online on the school website, with paper copies available upon request.

Norton Canes High 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.

2. Current Range of known disabilities

- The school has children with a range of disabilities to include moderate and specific learning disabilities.
- We have a small number of students who have a hearing and visual impairments.
- We have a nurturing environment for students with speech and language and communication difficulties and social, emotional and mental health difficulties.
- We have students and parents who are wheelchair users.

3. Legislation and guidance

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. 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 governing board and the Headteacher.

5. Links with other policies

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

- Health and safety policy

- Special Educational Needs and/or Disabilities (SEND) Policy and Information report
- Supporting students with medical conditions policy

Action plan

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

Areas for development	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To offer training for all staff members on identifying and addressing barriers to learning	Active SEND register Staff aware of the SEND COP 2014 and are positive in working towards meeting its key points	To maintain an up to date SEND register that reflects the needs of the whole school and clearly identifies those most in need	To train all staff on the four areas of the COP To train all staff on the methods of identification for SEND students	SENDCO	Ongoing to reflect current needs of students	Outstanding systems to identifying SEND Solid and robust SEND register

<p>Increase access to the curriculum for students with a disability</p>	<p>Norton Canes offers a wide and aspirational curriculum for all students and follows a graduated approach in accordance with the SEND Code of Practice, 2014.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum for example enhanced access to the Hub, or TA support if identified.</p> <p>Curriculum adaptations include a range of resources designed to meet High Quality Teaching (HQT) for a range of needs. Please refer to the SEND policy and Information Report available on the Norton Canes High School website.</p> <p>Curriculum progress is tracked for all students,</p>	<p>To maintain outstanding practice around HQT for students with a SEND/disability</p>	<p>Update all relevant staff on new intake and any additional information on students who need support in terms of curriculum</p> <p>The curriculum is reviewed annually to ensure it meets the needs of all students.</p> <p>The delivery of all lessons is based around the principles that reflect strong knowledge recall, positive scaffolding and chunking of delivery of information</p>	<p>SENDCO</p> <p>Deputy Headteacher for Quality of Education</p> <p>Deputy Headteacher for Behaviour and Attitudes</p>	<p>Ongoing to reflect current needs of students.</p>	<p>Outstanding quality first teaching and support for all students with a SEND</p>
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	<p>including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs using an Individual Support Plan (ISP).</p>					
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Improve and maintain access to the physical environment.	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair accessible height <p>The building meets all disability requirements. e.g. Lift to 2nd and table height within all classes for wheelchair access.</p> <p>We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.</p> <p>The Car park has allocated accessible</p>	To maintain outstanding practice around accessibility for students with SEN/disability 2022/2023	Fire evacuation chair training for those with wheelchair usage. Daily report of injured students to be sent out to all staff Risk assessments for all students with a potential risk	SEND Site Maintenance	Ongoing to reflect current needs of students.	Outstanding accessibility and support for all students with a SEN/disability
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	parking for disabled which is clearly marked and close to the building.					
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<p>To encourage all SEND students to attend school trips with the appropriate access.</p>	<p>In terms of school, trips Party Leaders adhere to the Evolve 'Guidelines for educational Visits and Journeys'.</p> <p>Teachers working with children with physical impairments will seek medical advice on the implications of their condition for any school trip.</p> <p>An additional risk assessment should be completed before any child with SEND attends school trips such as swimming, to ensure that the pool is suitable and specialised equipment such as a hoist, gradient steps, suitable changing facilities are available if needed.</p>	<p>To be as inclusive as possible and allow students with SEND access to all activities.</p>	<p>To work with trip leaders to provide substantial risk assessments to cover all hazards whilst on trip</p> <p>To promote advertising of trips to all SEND Students.</p>	<p>SENDCO</p> <p>Teaching Assistants</p> <p>Trip leaders</p>	<p>Ongoing to reflect current needs of students.</p>	<p>100% of students access the full curriculum offer</p>
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Develop the delivery of information to students with a disability.	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille training • Induction loops • Pictorial or symbolic representation • Ecomms to parents/carers • Home/ school books <p>The seating position for students with impaired vision or hearing is managed to benefit the individuals.</p>	To maintain outstanding practice around quality first teaching and accessibility for students with a SEND.	<p>Update all relevant staff on new intake and any additional information on students who need support in terms of curriculum September 2022 using student passport on Arbor.</p> <p>To create a teaching assistant appraisal system that encourages resources making learning easier.</p>	SENDCO	Ongoing to reflect current needs of students.	Outstanding quality first teaching and accessibility for all students with a SEND.
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Wider use of assistive technology in the classroom	<p>All students in need of laptop will have access to one from the SEND department.</p> <p>Visually impaired students have access to touch screen laptop and ipad.</p>	To maintain outstanding practice around quality first teaching and accessibility for students with a SEND.	Students can access more information and support through assistive technologies such as tablet computers.	Curriculum leaders SLT.	Ongoing to reflect current needs of students.	Outstanding quality first teaching and accessibility for all students with a SEND.
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To work actively to support children and families who are disadvantaged and children who are looked after so that deprivation will not be a barrier to achievement or wellbeing.	PP and SEND ingrained throughout school the ISPs and passport	To maintain outstanding practice around quality first teaching and accessibility for students with a SEND	Attendance at school and participation in the curriculum and trips to be supported. Family support officer in place.	SLT Curriculum leaders	Ongoing to reflect current needs of students.	Outstanding quality first teaching and accessibility for all students with a SEND.
Accessibility of lesson resources – printed, online, concrete etc	Departments to audit their resource banks and ensure that basic requirements (such as font style/size/colour) are met. Each department to be resourced with resources to ensure that they are to hand.	Lesson resources are fully accessible for all learners.	Increased access to learning environment independently	SENDCO Teachers	Ongoing to reflect current needs of students.	Outstanding quality first teaching and accessibility for all students with a SEND.

Accessibility of language – written and spoken.	Teachers are aware of SEND within their classroom and the vocabulary used meets the needs of the students.	Lesson language are fully accessible for all learners.	Increased access to learning environment independently	SENDCO	Ongoing to reflect current needs of students.	Outstanding quality first teaching and accessibility for all students with a SEND.
Quiet, safe room available for students with autistic spectrum disorders and SEMH needs within the inclusion department.	The Hub accessible for all SEND students.	To make Norton Canes High School the most inclusive of schools within Staffordshire.	To create a sensory room for SEMH and ASD needs	SENDCO	Ongoing to reflect current needs of students.	Outstanding quality first teaching and accessibility for all students with a SEND.