

# Accessibility plan

## Didsbury High School

<b>Approved by:</b>	Harry Brumfitt	<b>Date:</b> December 2024
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## 1. Aims

The aims of this Accessibility Plan are to ensure that Didsbury High School continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions 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 the education, facilities and services provided
- Improve the availability of accessible information for disabled students

At Didsbury High School, we are committed to the fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information. We will ensure that all staff have the right training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010).

## 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'.

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.

### 3. Action plan

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

Aim	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
<b>Increase access to the curriculum for students with a disability</b>	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p>	<p>All students will be screened for literacy difficulties, and significant difficulties will be addressed through a literacy intervention programme.</p> <p>All students will be screened for Numeracy difficulties, and significant difficulties will be addressed through a Numeracy intervention programme</p>	Screen students and then plan intervention accordingly. Train specialist support staff to deliver the intervention scheme.	Director of Inclusion	Ongoing	All students with a significant literacy and/or Numeracy difficulty will have an intervention in place. This will have a demonstrable impact on progress and attainment.

	The curriculum is reviewed to ensure it meets the needs of all students.	All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.	<p>The curriculum will be continually adapted in response to changing needs as informed by the Trust Director of SEND/SEND leads and Subject Leaders.</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises</p>	Director of Inclusion	Ongoing	Students with a disability make expected or better progress.
		All staff have the relevant training from outside agencies, where appropriate, to support the specific needs of some of our most vulnerable students.	Plan and deliver bespoke training opportunities with outside agencies when the need arises.	Director of Inclusion	Ongoing	Staff are confident in using suggested strategies, students benefit from an adapted and differentiated curriculum appropriate to their needs.
		PE curriculum further adapted to suit the needs of all learners.	Research electives which are suitable for students with a	Director of Inclusion	ongoing	All students have the opportunity to

		This should include accessibility of equipment and activity.	disability Recommendations from OT and PT services will be actioned. Alternative and adapted equipment to be purchased if necessary.	Trust Director of SEND and Trust Director of PE		access appropriate PE activities.
<b>Improve access of information available to parents of SEN and students</b>	<i>Website is updated with current information for parents A parent handbook and a transition handbook are shared with new parents</i>	Parents feel informed and know who to contact in school  To increase parent voice within the school and wider community	A parent group to be developed and SEN champion students across the Trust schools.	Director of Inclusion	Ongoing	Parent and students feel heard and have an active role in the development of the school SEN policy

<b>Improve and maintain access to the physical environment</b>	<p><i>The environment is adapted to the needs of students as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Lift</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Accessible parking bays</i></li> <li>• <i>Accessibility toilets and changing facilities</i></li> <li>• <i>High visibility strips to mark stairs, hand rails and vertical support post</i></li> </ul>	Students with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons.	Purchase of specialized and appropriate equipment ergonomic chairs to assist access to the school environment as needed	Director of Inclusion Trust Director of SEND	Annually	Students will have full access to the physical environment of the school.
		Personal evacuation plans for identified vulnerable students.	Develop Personal emergency evacuation plans (PEEPs) for specific students. Support staff informed of which students they are responsible for in an emergency situation. PEEPs forms are stored with emergency evacuation register held by the SEND Lead and brought to the evacuation point.	Director of Inclusion Pastoral and SEND Lead	Annually	Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.

		Subject Teachers ensure that appropriate seating plans are in place to support students with a disability in their access to each room.	Staff are continually informed of all students with a disability and the difficulties they may face with access within certain rooms.	Subject teachers informed by SEND Lead	Ongoing	All identified students are seated appropriately in rooms to ensure maximum access within each room.
		To continually maintain yellow/ fluorescent warning strips on vertical posts, steps and handrails, to support students with VI.	All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and maintained all year round.	Site Manager	Ongoing, new buildings and sites to be included	All students with VI are able to navigate successfully around school safely.



		To ensure that all new and existing buildings and rooms allow independent access for all	New plans to be closely monitored. Ensure total compliance with building and DDA regulations.	Director of Inclusion Trust Directors of SEND/Site Manager	Annually	Students are able to independently navigate the whole building unaided.
		All students will have a detailed 'School Focused Plan' which clearly outlines the differentiated teaching strategies and communication methods that should be used to help them to make the progress they deserve.	Refine School Focused plans through a SEND review meeting with parents/carers and students to ensure that needs are clearly identified and that the right strategies and communication methods are in place.	Director of Inclusion and Trust Director of SEND	Ongoing	Staff will be fully equipped with the right strategies to support students with disabilities and this will ensure that students can access all information delivered in lessons.
		Regularly review access to information in collaboration with parents/carers and students to ensure that communication methods are appropriate to need.	Invite parents/carers and students to termly access meetings	SEND Lead	Ongoing	Improved systems across the school will support disabled students to access all information.

<b>Improve the delivery of information to students with a disability</b>	<p><i>Our school will use a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Braille</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Soundfield systems available most curriculum areas</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<p>Flashing alarm/ alert for HI students.</p>	<p>Flashing alerts are installed to work with current audio bell system.</p>	<p>Site Team</p>	<p>July 2022</p>	<p>All students with a HI are able to access all alerts.</p>
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## **4. Monitoring arrangements**

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

It will be approved by the Laurus Trust Board of Trustees.

## **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 and disability policy
- Supporting students with medical conditions policy

## Appendix 1: Accessibility audit – Carried out by HBR & JFE (Estates)

1. Physical Access					
Item	Issue	Green	Amber	Red	Comments
1	Is furniture and equipment selected, adjusted and located appropriately?				
2	Are Pathways and routes logical and well signed?				
3	Do you have emergency and evacuation procedures for specific students with a disability?				
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				
5	Do furniture layouts allow easy movement for students with disabilities?				
6	Are quiet rooms/ calming rooms available to children who need this facility?				
7	Are car park spaces reserved for disabled people near the main entrance?				

8	Are there barriers to easy movement around the site and to the main entrance?				
9	Are steps needed for access to the main entrance?				
10	Do all those steps have a contrasting colour edging?				
11	If there are steps, is a ramp provide to access the main entrance?				
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				
13	Is it possible for a wheelchair user to get through the principal door unaided?				
14	If no is an alternative, is wheelchair accessible entrance provided?				
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				
16	Do all internal doors allow a wheelchair user to get through unaided?				All doors compliant with building regulations and are clear.
17	Do all corridors have a clear unobstructed width of 1.2m?				
18	Does each block have a wheelchair accessible toilet?				

19	Does the relevant block have accessible changing rooms/ shower facilities?				
20	If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?				
21	Is there a continuous handrail on each internal stair flight and landing?				
22	Do the blocks have a lift that can be used by wheelchair users?				
23	Do you have any sort of mechanical means provided to move between floors? If, yes please state.				
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				
25	Are non-visual guides used to assist people to use the buildings?				
26	Could any of the décor be confusing or disorientating for students with disabilities?				
27	Is a hearing induction loop available (either fixed or portable) in the school?				At Reception
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				

2. Learning Access					
Item	Issue	Green	Amber	Red	Comment
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?				
3	Do all staff seek to remove all barriers to learning and participation?				
4	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				
5	Are all children and young people encouraged to take part in music, drama and physical activities?				

6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?				
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?				
9	Do you provide access to appropriate technology for those with disabilities?				
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?				
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				
<b>3. Information Access</b>					



Item	Issue	Green	Amber	Red	Comment
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed format?				
2	Do you have the facilities such as ICT to produce written information in different formats?				
3	Do you ensure that information is available to staff, students and parents/carers in a way that is user friendly for all people with disabilities?				