



# Accessibility Plan

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Signed by:

Headteacher

Date:

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Chair of governors

Date:

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## Statement of intent

This plan outlines how Westhoughton High School aims to increase access to education for learners with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have 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:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account learners' disabilities and the views of parents and learners. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

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

- Monitor recruitment procedures to ensure that individuals 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.

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

- Learners' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed **annually** to take into account the changing needs of the school and its learners. The plan is also reviewed where the school has undergone a refurbishment.

## **1. Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities Policy
- Behaviour Policy
- Supporting Learners with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

## **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of learners' disabilities and medical conditions.
- Establishing whether a new learner has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding learners' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that learners with SEND are appropriately supported.
- Ensuring they have oversight of the needs of learners with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled learners to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any learner as a result of their disability.

### 3. The accessibility audit

3.1 The governing board will undertake an **annual** Accessibility Audit.

3.2 The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which learners with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which learners with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which learners with disabilities can access information on an equal basis with their peers.

3.3 When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes learners who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities.
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities.
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia.

3.4 The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

3.5 All actions will be carried out in a reasonable timeframe, and after taking into account learners' disabilities and the preferences of their parents. These have been RAG rated according to our current position.

3.6 The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

|             | Issue  | What   | Who                                   | When        | Outcome   | Review      |
|-------------|--|--|---------------------------------------|-------------|---|-------------|
| Short term  | Staff members do not know whether the curriculum is accessible     | Audit of the curriculum  | Headteacher, teachers, SENCO          | Summer 2024 | Management and teaching staff are aware of the accessibility gaps in the curriculum | Summer 2025 |
|             | Staff members do not have the skills to support learners with SEND | INSET provided to staff members<br>Training for teachers on differentiating the curriculum | Headteacher, external advisors, SENCO | Summer 2024 | Staff members have the skills to support learners with SEND                         | Summer 2025 |
| Medium term | School trips do not take into account learners with SEND           | Needs of learners with SEND are incorporated into the planning process                     | Teachers, SENCO                       | Spring 2021 | Planning of school trips takes into account learners with SEND                      | Summer 2021 |
| Long term   | Learners with SEND cannot access lessons                           | Provide tablets and other adjustments for learners with SEND                               | Headteacher, ICT manager, SENCO       | Summer 2024 | Learners with SEND can access lessons   | Summer 2025 |

## Planning duty 2: Physical environment

|                    | Issue   | What  | Who                      | When        | Outcome  | Review      |
|--------------------|---|---|--------------------------|-------------|--|-------------|
| <b>Short term</b>  | Management does not know if the school's physical environment is accessible | Audit of physical environment   | Building surveyors       | Summer 2021 | School is aware of accessibility barriers to its physical environment and will make a plan to address them | Spring 2021 |
| <b>Medium term</b> | Learning environment of learners with visual impairments is not accessible  | Incorporation of appropriate colour schemes in classrooms/ external areas | SBM                      | Summer 2024 | Learning environment is accessible to learners with visual impairments                                     | Summer 2025 |
| <b>Long term</b>   | Children with physical disabilities cannot access school buildings          | Construction work undertaken  | SBM/building contractors | Summer 2021 | School buildings are fully accessible  | Autumn 2021 |

### Planning duty 3: Information

|             | Issue  | What   | Who                | When        | Outcome   | Review      |
|-------------|--|--|--------------------|-------------|---|-------------|
| Short term  | Management staff do not know whether school information is accessible or not (eg.is translation required due to language barrier?) | Audit of information and delivery procedures       | SENCO, ICT manager | Summer 2024 | School is aware of accessibility gaps to its information delivery procedures                  | Summer 2025 |
|             | School does not know how to make written information accessible  | Schools seeks advice from external advisors        | SENCO              | Summer 2024 | School is aware of local services for converting written information into alternative formats | Summer 2025 |
| Medium term | Written information is not accessible to learners with visual impairments (e.g., Font type and size, background colour)            | Provide written information in alternative formats | SENCO, ICT manager | Summer 2024 | Written information is fully accessible to children with visual impairments                   | Summer 2025 |
| Long term   | School website is not accessible to children with SEND   | Audit of website                                   | ICT manager        | Summer 2021 | Website is fully accessible   | Autumn 2021 |