Accessibility Plan

George Stephenson High School's commitment to equal opportunities is driven by a desire to be totally inclusive and raise standards for all students.

The school:

➢ Sets suitable learning challenges for all students
➢ Responds to students' diverse needs
➢ Overcomes potential barriers to learning and assessment for individuals and groups of students

Introduction
This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled students as stated in the Equality Act 2010 and the SEND Code of Practice 2015.

George Stephenson High School Governing Body recognises its duty to:
- Not discriminate against disabled students in terms of exclusions and provision of education and associated service.
- Not to treat disabled students less favorably.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an accessibility plan.

George Stephenson High School Governing Body aims to:
- Increase the extent to which disabled students can participate in the curriculum.
- Sustain and improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Sustain and improve the availability of accessible information to disabled students.

How appropriate is the current provision?
Staff are highly aware that effective communication of the issues faced by disabled students and act to resolve them, e.g. adapting the timetable, lesson content and presentation and planning visits. CPL needs are addressed as they arise and are tailored to the needs of the staff and their knowledge.

Links to other policies and additions to the policy:
SEND Policy
Single Equality Scheme

Accessibility Plan 2017 – 2020

Priority	Action	Timescale	Success Criteria	Who	Review June 2020
Access to curriculum for all students, including those with disabilities					
Ensure IT is appropriate for students with disabilities	Review accessibility of IT (including iPads, laptops & whiteboards) using specialist expertise. Involve students in review of hard & software. Prioritise new software to purchase.	July of each academic year in preparation for the following year.	Students can engage with and use all technology effectively. Student panels to review the success of soft and hardware.	SENCO / IT support team	
Create an effective learning environment for all utilising feedback from student groups.	Reinforce responsibilities of all teachers as outlined in the Teacher Standards. Circulate "Reasonable Adjustments" Classroom Checklist to all staff via emails, CPL and shared area.	Ongoing	An appropriate and accessible curriculum for all students where engagement and success are seen through both results academically but also the positive feedback from students and uptake of courses from all students.	Leadership Team All staff	
	Ensure all classrooms and resources are organised in accordance with student need.	Ongoing			
	Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school.	When required for individual students.		SENCO	
	Seek feedback from Student Voice.	Ongoing			
	Review Health Education Curriculum.	Ongoing and in response to external influences.		Assistant Curriculum Leader for Health Education	

	Ensure wider curriculum at KS3 is then followed by the same at KS4 to ensure opportunities for all.			Leadership Team	
Access to wider curriculum					
Increase participation in wider curriculum & school activities.	Audit participation in extra-curricular activities and identify any barriers. Ensure school activities are accessible to all students. Seek advice from LA, when applicable, for alternative accessible venues for residential trips.	July each year Ongoing from all curriculum areas	All students able to partake in all areas of the curriculum, including wider curriculum outside of normal school hours.	SENCO and LSC Manager/ CLs	
Teachers and teaching assistants have the necessary training to teach and support disabled students.	CPL programme for teachers & support staff. Induction programme for new staff.	July each year In induction programme	Staff appropriately trained.	Leadership Team/ LSC Manager/ SENCO	
Classrooms arranged optimally for disabled students.	Access into each room from main door to a desk – no obstacles	Built into H&S checks	Disabled students can gain access to all rooms.	Teachers & Site Management	
Lessons responsive to student diversity.	CPL for staff. Support/advice on SEND register for individual students.	July each year Ongoing from Learning Support Department	Appropriate differentiation.	SENCO/LSC Manager/HLTA with responsibility for SEND register	
Staff recognise and allow for the mental effort expended by	Include in ISPs. CPL for staff. Included in lesson planning.	Ongoing September each year	Appropriate differentiation	SENCO/LSC Manager.	

some disabled students.	Support from SARS team to ensure we make reference in ISPs.	Ongoing			
Staff recognise and allow for the additional time required to use equipment in practical work.	Include in ISPs. Included in lesson planning.	Ongoing from Learning Support Department	Appropriate differentiation	SENCO/LSC Manager	
Access to appropriate IT.	Allocation of a lap top through Learning Support Centre where appropriate.	Ongoing from Learning Support Department	Appropriate differentiation	SENCO/LSC Manager	
All out of school visits are accessible to all.	Risk assessments completed. Additional staffing where necessary.	Ongoing	No student is prevented from attending visits on the grounds of disability.	Staff in charge of trip. External trips and visits coordinator.	
Size and layout of all areas allows access for all students.	Investigate reliability of open lift.	Complete	Lift available for use.	Business/Site Management.	
	All areas accessible to disabled students.	Ongoing	Each disabled student to have a buddy friend at all times.	Learning Support Department	
		Ongoing	Access to LRC doors and paths between buildings to be cleared at all times for access to all physical areas without difficulties.	Business/Site Management.	
Wheelchairs not impeded by doorways, toilets and showers.	Purchase and distribution of Radar keys.	Complete	Easy access throughout the school.	Business/Site Management	

Clear signage of parking and safe routes.	Disabled parking areas enforced.	Ongoing	Disabled parking spaces not abused.	Business/Site Management	
Evacuation system to inform all students.	Signs at right height and in appropriate formats. Visual alarm installed.	Complete	Safe evacuation of all students.	Business/Site Management Governors Finance and Buildings Committee	
All areas well lit.	Ensure lighting in car parks.	Complete	Areas well lit.	Business/Site Management	
Reduce background noise.	Advice on effect of background noise on SEND register for individual students as necessary.	Ongoing monitoring	Background noise not affecting learning.	LSC Manager/SENCO & Hearing Impaired Team	
Appropriate furniture and equipment.	Adjustable height desk available one in each department.	Based on needs on particular students (not currently needed).	No barrier to leaning.	LSC Manager and Occupational Therapy Business Management	
Provision of information for those who find standard forms of printing a barrier.	Facilities in place to produce alternative forms. Access through Learning Support Centre.	Ongoing as needed.	Appropriate differentiation..	LSC Manager and Visually Impaired Team	
Make staff familiar with technology and practices developed to assist students with disabilities.	CPL for staff. To be included in SOW, lesson plans & ISPs.	Ongoing monitoring and support.	Appropriate differentiation.	Learning Support Department	
Improvements in the provision of information to	Increased variety of methods for information to be sent (Twitter, texts, letters, phone calls).	Ongoing as needed	All parents able to be contacted and able to understand	Learning Support Department/SIMS admin support staff.	Ongoing

students and parents.	Brail / Enlarged text to be used when contacting parents with visual impairment. SIMS to communicate information to staff about specific methods of communication for staff.		information being sent to them.		
School Access Layout for Disabled Students.	All areas accessible to disabled students.	Ongoing	Each disabled student to have a buddy friend at all times; access to LRC doors and paths between buildings to be cleared at all times for access to all physical areas without difficulties.	Business/Site Management	Ongoing
Signage.	Signs clear and understandable for visually impaired students/staff/visitors.	Ongoing	Replacement of signage regularly with more update visuals products that will, facilitate human traffic within the school site.	Business/Site Management	Ongoing

Monitoring of impact:
The policy should be monitored by the SENCO and Business/Site Management and reported to the governing body.

Date of next policy review: November 2020