



Accessibility Plan

Cheadle Hulme High School

Written by: Emma Warrington

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Next review due by: May 2024

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1. Aims

The aims of this Accessibility Plan are to ensure that Cheadle Hulme 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 education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our 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.

Cheadle Hulme High School is committed to a 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 in order to ensure access for all.

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 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.

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 <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|---|--|--|-------------------------------------|-------------------------------|--|
| <p>Increase access to the curriculum for students with a disability</p> | <p><i>Our school offers a differentiated curriculum for all students.</i></p> <p><i>We use resources tailored to the needs of students who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all students, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for students with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all students.</i></p> | <p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs</p> <p>Ensure all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</p> | <p>Curriculum continually adapted in response to changing needs as informed by the SENDCO/SEND leads</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises</p> | <p>SEND Leads</p> <p>SEND Leads</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Students making expected or better progress. Learning Walks ensure this is embedded in lessons.</p> <p>Staff are confident at using suggested strategies, Students benefit from an adapted delivery of curriculum appropriate to needs.</p> |

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| | | Ensure that we have succession planning in place for every specialist role within Learning Support so that we will always have the expertise required within the team despite changes to staff. | Performance management and Further Professional Learning needs identified | Trust Directors of SEND | July 2022 and ongoing | Staff training and qualifications in place to ensure the learning and physical needs of all students are met |
| | | PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity | Recommendations from OT and PT services are actioned. Alternative and adapted equipment to be purchased if necessary. | SEND Leads and PE department | July 2021 and ongoing | All students access 100% of PE lessons regardless of activity |
| Improve access of information available to parents of SEN and students | <i>Website is updated with current information for parents</i> <i>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. | SENDCO | September 2021 Ongoing | Parent and students feel heard and have an active role in the development of the school SEN policy |

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| Improve and maintain access to the physical environment | <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"> • Ramps • Lift • Corridor width • Accessible parking bays • Accessibility toilets and changing facilities • Stair lifts • High visibility strips to mark stairs, hand rails and vertical support post | <p>Students with specific needs have all the appropriate equipment and furniture.</p> | <p>Purchase of specialised ergonomic chairs to assist access to the school environment as needed</p> | <p>SEND Leads, Occupational and Physiotherapy teams</p> | <p>Annually</p> | <p>Students benefit from increased accessibility to the physical environment</p> |
| | | <p>Personal evacuation plans for identified vulnerable students.</p> | <p>Develop PEEPs for specific students. LSAs informed of which students they are responsible for in an emergency situation. Peeps forms are stored with emergency evacuation register held by SEND lead and brought to the evacuation point.</p> | <p>SEND Leads</p> | <p>Annually</p> | <p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</p> |
| | | <p>Timetables for identified students are continually checked to ensure designated classrooms in each subject area are</p> | | <p>Staff are continually informed of all students with mobility issues and create a</p> | <p>Data Manager and SEND Leads</p> | <p>Annually</p> |

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| | | accessible both in size and positioning in the school building. ie Wheelchair users not timetabled in upper floor classrooms with no lift access. | suitable timetable to meet their need. | | | classrooms to meet their needs |
| | | 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. Increase the number of automated doorways for students who would ordinarily rely on LSA or teacher support to open doors | Trust Directors of SEND/Site Manager | Annually | Students are able to independently navigate the whole building unaided. With the exception of upper story classrooms without a lift in operation. |

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| | | | Ensure that all fire exits are suitable for all students, including those with mobility issues or wheelchair users. | | | |
| Improve the delivery of information to students with a disability | <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Soundfield systems available most curriculum areas</i> • <i>Pictorial or symbolic representations</i> • <i>British Sign Language</i> | All sound field systems have been serviced and operational | All Curriculum areas to be adequately covered. | SENDCO/Site Manager | July 2021 and annually | Students with Hi continue to benefit from an enhanced acoustic environment |
| | | Flashing alarm/ alert for HI students. | Flashing alerts are installed to work with current audio bell system. | Site Team | July 2022 | All students with a HI are able to access all alerts. |

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 CHHS Academy Committee.

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

| 1. Physical Access | | | | | |
|--------------------|---|-------|-------|-----|---|
| Item | Issue | Green | Amber | Red | Comment |
| 1 | Is furniture and equipment selected, adjusted and located appropriately? | | | | The occupational therapists for each individual student with a disability, have approved our furniture and equipment as suitable. |
| 2 | Are Pathways and routes logical and well signed? | | | | |
| 3 | Do you have emergency and evacuation procedures for specific students with a disability? | | | | Yes, we have personal evacuation procedures in place for all vulnerable students with a disability currently at the school |
| 4 | Is appropriate furniture and equipment provided to meet the needs of individual students? | | | | Yes – laptops are provided where necessary, as well as height adjusting furniture. |
| 5 | Do furniture layouts allow easy movement for students with disabilities? | | | | Seating plans are used to ensure that students with disabilities are seated appropriately. |
| 6 | Are quiet rooms/ calming rooms available to children who need this facility? | | | | Yes |
| 7 | Are car park spaces reserved for disabled people near the main entrance? | | | | Yes but currently due to building work these are not accessible but designated drop off points central to the school are agreed with parents. |

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

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| 19 | Does the relevant block have accessible changing rooms/ shower facilities? | | | | We have one in the SSC accessible bathroom |
| 20 | If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings? | | | | Yes |
| 21 | Is there a continuous handrail on each internal stair flight and landing? | | | | Yes |
| 22 | Do the blocks have a lift that can be used by wheelchair users? | | | | Yes |
| 23 | Do you have any sort of mechanical means provided to move between floors? If, yes please state. | | | | A lift and a stair lift |
| 24 | Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? | | | | No there is one fire exit which only has steps to exit from it, but all vulnerable students have an alternative route identified. |
| 25 | Are non-visual guides used to assist people to use the buildings? | | | | No, this is something that we do not currently have the need for. |
| 26 | Could any of the décor be confusing or disorientating for students with disabilities? | | | | No |
| 27 | Is a hearing induction loop available (either fixed or portable) in the school? | | | | We have hearing loops and soundfield systems in some areas of the school. Identified students are timetabled to classrooms with these facilities. |
| 28 | Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light) | | | | For the majority of students audible warning systems are fine. For HI students there is no flashing light fitted to the school's alarm system but we are investigated individual alert systems for specific students. |

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? | | | | Regular INSET training on SEND, House assemblies on disability awareness training. |
| 2 | Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required? | | | | Strong relationships exist with local providers e.g NHS occupational therapists and physio therapists, and training is provided. All members of our team are trained in 'lifting and handling' |
| 3 | Do all staff seek to remove all barriers to learning and participation? | | | | Regular training on differentiation for students with SEND. Learning walks ensure that this is embedded in lessons. |
| 4 | Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress? | | | | Learning walks and lesson observations ensure that differentiation is embedded in lessons. |
| 5 | Are all children and young people encouraged to take part in music, drama and physical activities? | | | | Yes they are strongly encouraged to take part, some of our students opt for this at GCSE level. |

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| 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? | | | | Yes, physiotherapy and gym sessions are incorporated into PE sessions where appropriate. Alternative PE activities is something we will continue to explore for future students. Continual and ongoing support is sought from Occupational Therapist in line with students needs. |
| 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? | | | | Differentiation for students with SEND is explicitly requested as part of a lesson plan and seating plans must include and account for students with disability. Lesson observations and learning walks quality assure that this is taking place in every lesson. |
| 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? | | | | As detailed above, all staff and employees are expected to show consideration to all students with disability, and are expected to plan for every task they partake in, and detail the adjustments they make for these students as part of their lesson plans. |
| 9 | Do you provide access to appropriate technology for those with disabilities? | | | | Laptops and exam reader pens are provided where necessary. Any specialist equipment is secured where necessary and is dependednt on need. |
| 10 | Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability? | | | | All students are encouraged to attend any trip or visit they choose. Additional measures are put in place to ensure that this is viable and risk assessed. |
| 11 | Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities? | | | | All staff and employees are made aware of the technologies that will be used to assist those with a disability via pupil profiles, and training is provided where necessary. |

3. Information Access

| 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? | | | | We have a variety of resources including coloured overlays and exam reader pens. Teachers work with LSAs to differentiate resources to include symbols, visual aids and simplified language where necessary. The sensory support service has a base at our school and provide resources in Braille where necessary. For students with a hearing disability, specialist support is in place via the sensory support service to sign for deaf students where appropriate. |
| 2 | Do you have the facilities such as ICT to produce written information in different formats? | | | | Yes, a number of students use laptops within their lessons and nearly every classroom has an interactive whiteboard to present information in a multi-sensory way. |
| 3 | Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities? | | | | Our local offer provides information on everything that we do as a school to support students with a disability. In order to ensure that this information is communicated in the correct way for those with disability, we hold regular parent and student evenings to disseminate information face to face and to ensure that everyone has the opportunity to query anything they are unsure of. |

