



# Accessibility Plan

Status	<b>Statutory</b>
Responsible Governors' Committee	<b>Full Governing Body</b>
Date last approved by GB	<b>October 2019</b>
Responsible Person	<b>Headteacher</b>
Review Date	<b>October 2022</b>
Last Amended Date	<b>October 2019</b>

## **Our Commitment:**

To promote a positive learning environment that challenges, supports and celebrates every student's achievements through an inclusive academic and pastoral curriculum.

To enable all students to become part of our school community irrespective of their individual needs.

To recognise the value of each student and their potential to progress in all areas when individual needs are addressed.

## **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

## **Definition of Special Educational Provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to Students of the same age.

New Heights High School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all Students have access to a full curriculum, and that all Students are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place on September 2018.

Our special educational needs policy outlines the school's provision for supporting Students with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support Students with SEND.

All the above information can be found on the school website.

The table below is based on our current assessment of accessibility for Students with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for Students with SEND.

Progress on these measures will be updated annually and reported to the governing body.

<b>Priority action area:</b>	<b>Short term action:</b>	<b>Outcome:</b>	<b>Medium term action:</b>	<b>Outcome:</b>	<b>Long term action:</b>	<b>Outcome:</b>
<b>Staff training:</b>						
Physical Management Training  Ongoing	All new staff to have basic training to physically manage students and returning staff to take part in a refresher.	Students and staff are safer in the school environment which will enable them to access the curriculum.	Staff training will help staff to manage more challenging behaviours displayed by Students. This will help reduce potential behavioural barriers to access the curriculum for both the students displaying more challenging behaviours and their peers.	Students have greater understanding of acceptable behaviour which will support them to access the curriculum more effectively.	Staff will manage Students with a consistent approach around the school which will support them to access the curriculum more effectively.	Improved social behaviour for learning which will help remove potential barriers to accessing the curriculum.

Fire Marshall Training Term 1 – 2019-20	Identified staff to undergo initial training to be a Fire Marshall.	Time taken and the safety of a fire evacuation is improved.	Staff practise using the Fire Marshall skills.	Students recognise how we manage an evacuation, appreciate the importance of safety and evacuation times are continually improved.	Continued staff practise using the Fire Marshall skills and fire drills with Students to be implemented.	The school learning environment is safer.
<b>Teaching and learning:</b>						
T&L CPD	Staff CPD to be led by the identified staff member(s).	Staff to remove barriers to the curriculum and become more competent in this area.			Increased number of staff to lead CPD for all school staff. Specific interventions to be purchased on an individual basis.	
Trauma and Attachment training	All staff to receive CPD from SENDCo (KS3)	Staff to adopt a more trauma informed approach	Staff to be able to work with specific students who we	Students with ACEs to begin to make improvements/ access to learning	Increased staff awareness of the impact of trauma and attachment on behaviours for learning/improved	Students with trauma and attachment difficulties make improved progress

		with students	believe have ACEs		attainment of students	
MHFA training for identified staff	Identified staff to complete MHFA course	Increased knowledge and understanding amongst the staff team with respect MH	Staff to work with selected Students with MH concerns	Students with MH issues to begin to make improved progress (learning walks will help identify this in lessons).	Whole staff to be aware of the impact of MH on attainment via SEND focus information	A deeper understanding within the staff body of the signs of MH issues, and be able to offer support for them.
<b>School grounds – minor capital expense</b>						
Keeping the schools (Mill Road and Fazakerley) clean and clear of any potential hazardous conditions.	Daily cleaning	Students enjoy a clutter free environment which will promote access to the curriculum.	Daily cleaning of the school building.	Students have respect for the school environment.	Larger maintenance, doors and windows etc.	Students are safe in their environment which will enable them to access the curriculum.
Ongoing Upkeep of disabled spaces and access facilities	Monitoring by site staff	Access for disabled visitors to school	NA	NA	NA	All visitors should have access to school

## **SMSC**

Every pupil, regardless of race, religion, ethnicity, sexuality, SEN or disability within this inclusive school has an entitlement to fulfil their optimum potential. To achieve this we believe the spiritual, moral, social and cultural aspect of education to be an important focus for all our Students. SMSC plays a major part in their ability to achieve and learn and prepares them for the opportunities, responsibilities and experience of adult life. These aspects are embraced in every aspect of school life: making sure we provide the best services for both learning progress as well as the Spiritual, Moral, Social and Cultural development. Displays around school; special assemblies; 'ready to learn', and special guests, all allow us to deliver important aspects of SMSC to the students.

## **Safeguarding**

The schools which form New Heights Schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff, Students, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.

## **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 body and Headteacher.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- SEND information report
- SEND policy