



Sturminster Newton High School

Accessibility Plan

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1.0	May 2024	SAST	New updated policy replacing previous Accessibility Plan

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1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) Increase access to the curriculum for disabled students;
- b) Improve the physical environment of the school to increase access for disabled students; and
- c) Make written information more accessible to disabled students by providing information in a range of different ways.

A person has a disability if 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 is the Accessibility Plan for Sturminster Newton High School.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special Educational Needs and Disability* policy and related *SEND information report*;
- *Policy for Supporting Students at School with Medical Conditions*; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan
- Protocol for accepting students back into school whilst on crutches

3. Our vision and aims

Sturminster Newton High School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our students are provided with high quality learning opportunities so that each child achieves all that they can. We want all our students to feel confident and have a positive view of themselves.

We want our students with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by students with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our students and their families.

4. Current good practice

Identification

Sturminster Newton High School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our students' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

We ask that parents/carers keep the school updated with details of any medication their child takes on a regular basis and inform us of any changes to medication so that we can be vigilant for possible side effects. Medication plans and records are held in the school office.

Curriculum

Sturminster Newton High School has improved access to the curriculum for disabled students through the following means:

- The use of multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- We are able to provide a differentiated curriculum, designed according to need and where necessary with specialist input, for those students that require this;
- We offer Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of conditions such as autism, epilepsy or attachment disorder on learning;
- Classrooms are organised so that they promote the participation and independence of all students;
- There is regular staff INSET training regarding sensory impairments and the school environment;
- We provide an alternative learning environment (The Hub) where students with temporary medical ailments can attend school without having to physically move around the school.
- We modify worksheets and curriculum content into large font for students with a visual impairment (VI), printing on different coloured paper etc.

Physical Environment

Sturminster Newton High School has already improved the physical environment of the school to increase access for disabled students by:

- Ensuring there are flat or ramped access to all school entrances;
- Wheelchair accessible lifts have been installed so that it is possible to access the majority of the school areas.
- There are designated parking bays for students, families, and visitors with a disability in the following areas; one parking bay outside the main school entrance and one parking bay in the sixth form study centre car park.
- There are accessible toilets in the main school (3), one in the sixth form study centre and one in The Hub.

- Highlighting tape has been added on all thresholds and steps, and yellow paint to the edges of pathways for students with reduced vision;
- There is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms.
- All floor spaces are kept uncluttered; potential trip hazards are removed or repaired.
- The majority of classrooms have been acoustically adapted to improve sound quality for students with a hearing impairment;
- Fabric blinds, curtains, carpets and rubber seals are fitted to doors/windows to improve sound quality;
- The data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.
- The medical room is located on the ground floor.
- Lessons for students with mobility issues can be timetabled lessons on the ground floor.
- AV1 provision may be used to support remote learning where needed.

Information

Sturminster Newton High School already makes written information more accessible to disabled students:

- Modified written information is available in large print for students with a visual impairment if required;
- There is regular communication with outside agencies to gain guidance and advice from specialists (such as the Hearing and Vision Support Services)
- Attention is paid to the presentation of all written information, considering layout and colour;
- We provide 'easy read' versions of our school policies;
- Where appropriate social stories and visual aids are used to explain school rules to students who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Sturminster Newton High School will be improved for disabled students (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help students with a disability to fully participate in school life.

In doing this, we have thought about:

- How to ensure disabled students are as prepared for life as their non-disabled peers;
- How we can encourage students with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- How we might provide auxiliary aids and services (something or someone that provides help or support) to students with a disability to support their access to the curriculum;
- Adding specialist facilities to our school as necessary and improving the physical environment;
- How we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with students, parents, staff and governors of the school. It will advise other school planning documents.

Sturminster Newton High School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding students with disabilities are experienced.

Sturminster Newton High School's Accessibility Plan will be implemented by Sara Hoffmann, SENDCO

Sufficient resources will be allocated by Sturminster Newton High School to implement this Accessibility Plan.

6. Monitoring

The Sturminster Newton High School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governor Committee.

The governing body, or proprietor will monitor Sturminster Newton High School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Sturminster Newton High School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Sturminster Newton High School complaints procedure covers the Accessibility Plan.

Approved SNHS Governing Body

DATE 24/05/24

Review date

Sturminster Newton High School **ACCESSIBILITY PLAN - May 2024 to May 2026: Improving access to the curriculum**

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<i>A CPD programme is regularly reviewed to ensure that all staff have an awareness of a range of SEND needs and the impact of these conditions on health, learning and emotional well-being and the strategies that can be used to support such students.</i>	- Whole school staff (including support staff) awareness training - Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist - Students with healthcare needs will be provided with an Individual Healthcare Plan in line with Supporting students at school with medical conditions.	Headteacher / SENCO All staff, including support staff SENCO Headteacher and responsible Governor	On Going On-Going On-Going / In Association with Health Care Practitioners	- Students and their families feel supported and their needs understood; - Students with healthcare needs have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs; - Students with SEND achieve in line with their ability; - Teachers and support staff are confident in meeting the needs of students with healthcare needs and know how to support them.
<i>All out of school activities need to be planned in advance to ensure that all students with a disability are able to take part. Where it is deemed that this is not possible, it must be shown that a thorough risk assessment has been completed and a suitable alternative is offered.</i>	- Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training - Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability wherever possible. - Consider any reasonable adjustments required to enable students with a disability to take part in the out of school activities, including travel requirements.	Headteacher and SENCO Senior Leadership Team Individual class teachers and SENCO	On-Going As and When (On-Going) On-Going at Point of Planning	- No out of school activities are planned without consideration of how students with a disability will be included; - All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; - Students with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events - Students and their families feel included in out of school activities.

Sturminster Newton High School **ACCESSIBILITY PLAN - May 2024 to May 2026: Improving the physical environment**

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases, Health & Safety issues necessitate action that is more prompt.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
<i>Meetings with current pupils with mobility needs on site to discuss access matters</i>	<i>1.Meetings 2.Reviews 3.Student council 4.Risk Assessment at point of return or as required</i>	<i>Headteacher & Site Manager HOY / Head's PA</i>	<i>On-going As per individual needs at point of need</i>	N/A	<i>Requirement through PEP</i> <i>Student receiving full curriculum</i> <i>Feedback from professionals</i>
<i>Review of gradient of any slopes with any building works</i>	<i>During any planned building works</i>	<i>Headteacher, Site Manager & Dorset Council Surveyors</i>	<i>On-going / At Point of Planning</i>	Various / Dependant on Project	Gradients are useable
<i>Students and staff needs being met</i>	<i>Audits conducted according to needs of students and staff including Fire Safety Audit</i> <i>Crutches Risk Assessment</i>	<i>Site Manager & Headteacher</i> <i>SLT / Site Manager</i> <i>HOY / Head's PA</i>	<i>On-going</i> <i>On-Going whilst the need is there</i> <i>On-Going</i>	Various	<i>On-going</i>

Sturminster Newton High School **ACCESSIBILITY PLAN - May 2024 to May 2026: Making written information more accessible**

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<i>The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website</i>	<i>All written information available to students and their parents will be considered in detail by the SLT, parent links and the school council. For example electronic / paper on request</i> <i>A4 – A3</i> <i>Translation</i> <i>Audio if Necessary</i> <i>Translations for students/parents who have English as an Additional Language (EAL)</i>	<i>Senior Leadership Team, SENDCO, Admin Team</i>	<i>On-Going at Point of Need</i>	<i>All future written information is designed with the specific needs of disabled students in mind;</i> <i>Delivery of said information to disabled students and their parents is improved and meeting their requirements.</i>
<i>The awareness of adults working with students with hearing impairment, regarding the importance of using hearing impairment strategies to communicate effectively with students in the classroom environment.</i>	<i>Whole school awareness training regarding methods of communication to aid learning/understanding for students with hearing impairment</i> <i>Regular communication with the hearing impairment specialist teacher to discuss guidance and strategies which are then shared with teachers/staff</i> <i>Specific training for the Keyworker for hearing impairment within the school.</i>	<i>Senior Leadership Team/SENDCO</i>	<i>On-Going / All staff are e-mailed briefing notes</i> <i>Next available training day</i>	<i>Staff are aware of the different ways in which students access and learn new information using specialist equipment;</i> <i>Thought is given to all future communication with hearing impaired students in mind;</i> <i>The school is more effective in meeting the needs of students with a hearing impairment</i> <i>Students with a hearing impairment and their parents feel welcome and confident that their needs are being met.</i>