

**SHENFIELD
HIGH SCHOOL**



Accessibility Plan

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Shenfield High School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Shenfield High School works closely with professionals from Essex County Council and the National Health Service to ensure that our site is accessible and meets the needs of the young people in the school.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff members, Governors, pupils and parents.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in

comparison with non-disabled pupils. 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
Increase access to the curriculum for pupils with a disability	<p><i>Shenfield High School is committed to ensuring that all our pupils are able to access a broad and balanced curriculum which provides them with the skills to be learners for life.</i></p> <p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>The Oasis Centre provides support for students with social,</i></p>	<p>To ensure that our curriculum meets the needs of our learners in line with changes to GCSE and A Level examinations.</p> <p>To continue to develop provision for young people with Social, Emotional and Mental Health Needs.</p>	<p>Continue to monitor the changes to GCSE as set out by the Awarding Bodies and the Department for Education.</p> <p>Monitoring of impact of the Oasis Centre and the Practical and Outdoor Learning Centre.</p>	<p>Jane Martin Jenny Comerford Anthony Taylor</p> <p>Jenny Comerford Anthony Taylor Julie Pitkin Andy Christiani</p>	<p>Yearly review during the Winter Term.</p> <p>Yearly review of impact which is used for further planning.</p>	<p>Qualification routes offered to our young people are appropriate to their academic and physical ability. Young people leave with a raft of qualifications.</p> <p>Oasis Centre: Students are able to attend school and access our curriculums.</p> <p>Practical and Outdoor Learning Centre: Students are engaged with school showing an improvement in attendance, Outstanding Learner Points and a reduction</p>

	<p><i>emotional and mental health needs.</i></p> <p><i>The Practical and Outdoor Learning Centre provides support for students with social, emotional and mental health needs.</i></p> <p><i>The school's Interventions Team works closely with in school professionals and Outside Agencies to ensure that the needs of all our young people are met.</i></p> <p><i>All young people have the opportunity to take part in school trips and visits. These are Risk Assessed individually.</i></p> <p><i>The PE Department is fully accessible – including ramps and a hoist into the Swimming Pool. Equipment is modified to support young people with mobility issues and lessons are planned to allow everyone to access the curriculum and the sport being taught. The Sports Partnership runs Sports Days for young people with disabilities from a range of schools across the area.</i></p>	Continued training for staff on disability and Special Educational Needs and Disabilities issues – relating to both individual young people and areas of Special Educational Needs and Disabilities.	Continuous Professional Development and Performance Management to ensure that all staff are highly trained and confident in delivering High Quality Teaching.	Johnathan Sands Anthony Taylor	Yearly review of CPD and Performance Management at Senior Leadership level.	<p>in Behaviour Points.</p> <p>High Quality Teaching in evidence for all pupils and curriculums and teaching methods differentiated to meet individual needs.</p>
Improve and maintain access to the physical environment	<p><i>Shenfield High School is committed to ensuring that all members of the school community can access our schools site in a safe manner.</i></p> <p><i>The environment is adapted to the needs of pupils as required.</i></p>	To continue to develop our facilities in line with the needs of our students.	SENCo (Assistant Headteacher: Inclusion) to work with a range of Outside Agencies on individual cases to ensure that the site can meet specialist needs.	Anthony Taylor	Ongoing	All young people who attend our school are able to take part in all areas of school life.

	<p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Hoists where required</i> • <i>Physiotherapy and sensory suite</i> 	To ensure that all equipment on the school site is maintained in line with the manufactures guidelines when in use.	The SENCo, Health and Safety Officer and Business Manager to work with Outside Agencies as required.	Vaughn Waites Anthony Taylor	Ongoing	All young people who attend our school are able to take part in all areas of school life.
Improve the delivery of information to pupils with a disability	<p><i>Shenfield High School is committed to ensuring that information is available, and accessible, to all users of our school.</i></p> <p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>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 / FM Systems where required</i> • <i>Pictorial or symbolic representations</i> 	To continue to monitor signage to ensure that all members of the school community can access the information that they need.	Monitoring to be completed before young people arrive at the school in conjunction with professionals from Outside Agencies.	Vaughn Waites Anthony Taylor	Ongoing and yearly when there is a new intake of young people.	All young people who attend our school are able to access the information that they need in order to access a broad and balanced curriculum and the school site.

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

5. Links with other policies

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

- SEN Policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken		Person responsible	Date to complete actions by
Number of storys	The school is based within three main building ranging from one to three stories high.		XVW		
Corridor access	Corridors are wide enough to allow wheelchair users to be able to transverse around the school. Where there is a narrow corridor, this is designated as "One Way Only".		XVW		
Lifts	All but one level of the school is accessible with lift access. This means that students can access all curriculum areas.	Lifts to be maintained and serviced as per manufacturer's recommendations and schedules.	XVW	Ongoing	
Parking bays	The school has parking bays that are designated bays for people with a disability. These are in the main car park.		XVW		
Entrances	All entrances are accessible to people with disabilities.	When supporting young people with disabilities, staff members should ensure that they are	Learning Support Staff / Student Services Staff	Ongoing	

		opening doors in a safe manner to allow free and easy access.		
Ramps	The school has a range of ramps that allow wheelchair users to be able to transverse the school site.		XVW	
Toilets	<p>There are four disabled toilets in the school:</p> <ol style="list-style-type: none"> 1. The South Hall; 2. The iBlock; 3. The X Block; 4. The Pavillion. <p>The toilet in the South Hall has a Closomat Toilet, supporting handrails and a fixed hoist.</p>	Ensure that the toilets are kept clean and any equipment within them is maintained and serviced as per the schedule.	XVW	Ongoing
Reception area	The Reception Area is large enough to contain a powered wheelchair. It has two doors that are opened using a keypad for security. The Reception Area is also used as a meeting point when young people are brought into the school by taxi.		XVW	
Internal signage	Internal signage is appropriate for students to be able to transverse the school site.	Continue to monitor based on the needs of young people in the school.	ATA XVW	Ongoing
Emergency escape routes	Emergency escape routes are clearly marked. There is a clear procedure in place in the event on an evacuation.	Procedures to be monitored and		Ongoing

	Staff are aware of this and use radios or mobile phones as needed.	amended as needed.	XVW	
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