

Accessibility plan

Newport Girls' High School



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Approved by:	Miss H Clarke TBC/Mr MJ Scott TBC	

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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.

A key foundation of this strategy is that every reasonable adjustment should be made in school in order to accommodate the needs of applicants, pupils/parents/guardians, visitors and members of staff who have disabilities.

Paper copies/modified copies of this policy are available upon request.

Physical environment

The main school building dates from the 1920s and it has been added to substantially over the years. Entries and exits into the school are on level ground and corridor areas are accessible. There is one disabled car parking space in the main car park with level access to the Reception. Disabled WCs are available and shower/changing room facilities are available alongside the PE changing rooms. All outside spaces are accessible via ramps and paved pathways. The school was assessed for its accessibility for persons with vision impairment in July 2014 and a number of modifications/alterations were made to make it as accessible as possible. These modifications involved improved signage, yellow lining of steps and the identification and elimination of other hazards.

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. The definition of a student who may be on the SEND register at NGHS only includes students where teachers adapt and modify their teaching in accordance with the needs of each student.

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>Our school offers a differentiated curriculum for all pupils which is currently a focus for our Professional Learning Groups and school development plan.</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>Schemes of work are planned and prepared with differentiation incorporated.</i></p> <p><i>During termly SEND reviews with individual students.</i></p> <p><i>Teaching staff regularly reflect on practice and ensure that the</i></p>	<p><i>Schemes of work are monitored by SLT and lesson observations are carried out to ensure that all pupils are able to access the curriculum appropriately.</i></p> <p><i>Through use of SMID data analysis SEND students progress is monitored regularly.</i></p> <p><i>Reviews to be carried out termly.</i></p> <p><i>Heads of faculty to monitor subject specific schemes of work.</i></p>	<p><i>All teaching staff-SLT and SENDCo</i></p> <p><i>SENDCo</i></p> <p><i>SENDCo</i></p> <p><i>Heads of faculty.</i></p>	<p><i>On-going</i></p> <p><i>Termly</i></p> <p><i>Termly</i></p> <p><i>Annually.</i></p>	<p><i>Monitoring of SEND students during termly review meetings to look at accessibility and understanding of curriculum.</i></p> <p><i>Positive progress made by SEND students.</i></p> <p><i>Targets are reviewed using the assess, plan, do review process.</i></p> <p><i>Discussions with SEND students and teachers to review</i></p>

		<i>curriculum meets the needs of all pupils.</i>				<i>their understanding of work.</i>
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Lift</i> • <i>Disabled parking bay</i> • <i>Disabled toilets and changing facilities</i> • <i>Ramp</i> 	<i>To purchase ramp to improve accessibility to areas of the school.</i>	<i>Risk assessment of new ramp. Appropriate training required for some staff- to be allocated.</i>	<i>SENDCo and K.Jones</i>	<i>Nov '19</i>	<i>Students in a wheelchair can access more areas of the school.</i>

4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

It will be approved by Mr MJ Scott, Headteacher.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Wide corridors, enabling wheelchair users to move freely around the school.	Avoid busy congested periods by leaving lessons slightly early for wheelchair users.	SENDCo and Teaching staff.	n/a
Library	Shelves accessible for all students including students in wheelchairs.	To ensure that librarians/students in a wheelchair know who they can ask to help them when they require a book from a shelf out of reach.	SENDco to discuss with students and D.Postle Head of English and the Arts.	November 2019.
Lifts	NGHS have a lift to link floors.	Ensure that all wheelchair users/physically impaired students/staff/parents have training on how to use the lift.	K.Jones	Ongoing.
Parking bays	Disabled parking bay.	Ensure that parking bay is kept clear at all times for disabled parents/students.	MJS/reception staff.	Ongoing.
Entrances	The main entrance is accessible to all students/staff- wheelchair users and students with a physical impairment.	Ensure that entrances are not blocked to allow access at all times.	Reception staff/caretaker.	Ongoing.

Ramp	Portable ramp enabling wheelchair users to access rooms with steps.	Training in terms of how to use the ramp for multiple staff members in the school.	SENDCo and K.Jones	November '19.
Toilets	There are disabled toilets throughout the school which are easily accessible.	Ensuring that toilets are clean, clear and ready for disabled students to use them.	Caretaker and cleaning staff.	Ongoing.
Internal signage	Easily legible and at a good height for reading.	SENDCo to monitor signage around the school.	SENDCo	Ongoing.
Emergency escape routes	<p>Emergency evacuation plan Legible and in all rooms-</p> <p>All staff and pupils are aware of the procedures for evacuating the school safely. Those with a disability or limited mobility are provided with a personal emergency evacuation plan (PEEP) where necessary. Most visitors to school are escorted at all times by a member of staff and will therefore be escorted in the event of an emergency evacuation.</p>	SENDCo to monitor and K.Jones Head of Health and Safety to amend if necessary.	K.Jones and SENDCo	November '19.