

# Accessibility Plan

## Newport Girls' High School



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<b>Approved by:</b>	Mr M.J Scott	
<b>SEND Governor:</b>	Mrs L. Peters	

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## Contents

1. Aims.....	2
2. Physical Environment .....	2
3.Legislation and guidance .....	2,3
4. Action plan .....	4,5
5. Monitoring arrangements .....	6
Appendix 1: Accessibility audit .....	7,8

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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.

## 2. 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 WC's 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 a visual 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. These adaptations continue to support students who are currently on roll with visual impairments. A consideration will be made regarding the accessibility of the new building which is set to be completed by the Spring term 2022.

## 3. 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 they have 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 impairments or disabled pupils under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil faces in comparison with non-disabled pupils. This can include, for example:

- Enlarging material for visually impaired students
- Adapting classrooms to suit the needs of all students including those with SEND
- Issuing students with fidget toys where necessary to maximise concentration in lessons
- Supporting physically impaired students through issuing students with a laptop to use and adapting Physical Education lessons to include students with physical impairments
- Implementing access arrangements to suit the needs of students with SEND in accordance with recommendations made by specialist medical professionals or the Learning Support Advisory Team.
- Issuing students with discreet ear defenders and dimming lights where possible to reduce sensory overload for students displaying autistic traits.

*Please note- this list displays a small example of adjustments made for students with SEND but is not exhaustive.*

*Each student with SEND is supported accordingly and adaptations are made for them in whichever way possible. Parents and guardians are always key to any decisions regarding adaptations made for individual students to ensure that the child is at the centre of all planning and provision. This is to ensure that we are adhering to the guidance as stated in the SEND Code of practice (2015).*

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

## 4. 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 accessibility of the curriculum for pupils with SEND using Rosenshine's Principles.	<p><i>Our school offers a differentiated curriculum for all pupils. Teachers plan differentiation and support strategies into their Schemes of Work to provide an inclusive curriculum for all learners. Professional Learning Groups and the current school development plan 2021-2022 focus upon the work of the Principles of Rosenshine.</i></p> <p><i>The principles of Rosenshine is teaching methodology aimed to improve the quality of teaching and learning across all subject areas. These methods focus on enhancing a range of teaching strategies e.g. questioning techniques to provide a more inclusive teaching environment. There is also a focus on the reviewing of material to enhance</i></p>	<p><i>Short Term- An improvement of student understanding through improved questioning and delivery of lessons with methods trialed in the classroom.</i></p> <p><i>Medium Term- A review of the approaches undertaken by the Professional Learning groups and a refinement of methods.</i></p> <p><i>Long Term- Rosenshine's principles observed in lessons</i></p>	<p><i>Teaching staff to trial methods as directed through Professional Learning Groups, which in turn will support all students and particularly students with SEND.</i></p> <p><i>SEND Reviews to be carried out termly by the SEND team and where necessary to include support strategies for students to trial from Rosenshine's principles.</i></p>	<p><i>All teaching staff-SLT and SENDCo</i></p> <p><i>SENDCo</i></p>	<p><i>On-going</i></p> <p><i>Termly</i></p>	<p><i>Positive progress made by SEND students measured through SMID.</i></p> <p><i>Targets are reviewed using the assess, plan, do, review, process.</i></p> <p><i>Extremely effective teaching observed and improved results, due the impact of improved teaching and learning. A fully embedded</i></p>

	<p><i>long term memory success for students.</i></p> <p><i>Curriculum progress is tracked for all students, including students with SEND.</i></p>				<p><i>Annually.</i></p>	<p><i>approach where students have an expectation and have increased confidence in being full participants in every lesson. Particularly for students with SEND.</i></p>
<p>Improve and maintain access to the physical environment</p>	<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"> <li><i>• Lift</i></li> <li><i>• Accessible parking bay</i></li> <li><i>• Accessible toilets and changing facilities</i></li> <li><i>• Ramp</i></li> </ul> <p><i>A review of the new building to commence on the building's completion regarding its accessibility.</i></p>	<p><i>To purchase ramp to improve accessibility to areas of the school if a student or staff member using a wheelchair is due to study/teach at NGHS.</i></p> <p><i>Parent/guardian/visitor wheelchair users to arrange to meet staff in a ground floor room.</i></p> <p><i>To make adaptations where necessary.</i></p>	<p><i>Risk assessment of new ramp if it is required. Appropriate training required for some staff-to be allocated.</i></p> <p><i>Risk assessment of new building to ensure that it is accessible for all students including those with SEND.</i></p>	<p><i>SENDCo and K. Jones</i></p> <p><i>K.Jones</i></p>	<p><i>As necessary.</i></p> <p><i>Annually</i></p>	<p><i>Wheelchair users can access more areas of the school.</i></p> <p><i>A fully accessible new building for all staff and students.</i></p>

## 5. 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	Time scale:
Corridor access	<p>Wide corridors, enabling wheelchair users to move freely around the school.</p> <p>The introduction of the one-way system in corridors at lesson change or during busy periods. (An adaptation made since Covid19)</p>	<p>Avoid busy congested periods by leaving lessons slightly early for students on crutches and those with physical disabilities.</p> <p>Retaining this action to improve the accessibility and lessening the congestion and reducing risks for students with physical disabilities.</p>	SENDCo and Teaching staff SLT and M.J.Scott	Ongoing.
Library	Shelves accessible for all students including wheelchair users.	To ensure that librarians/wheelchair users 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.	When necessary.
Lifts	NGHS have a lift to link floors in the new build.	Ensure that all wheelchair users/physically impaired students/staff/parents have training on how to use the lift.	K.Jones	Ongoing.
Parking bays	Accessible parking bay.	Ensure that an accessible parking bay is kept clear for disabled staff/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.
Toilets	There are accessible toilets throughout the school.	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 and liaise with K.Jones.	SENDCo	Ongoing.
Emergency escape routes	Emergency evacuation plan Legible in all rooms-  All staff and pupils are aware of the procedures for evacuating the school safely. Those with an impairment 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.	SENDCo to monitor and K.Jones Health and Safety manager to amend if necessary.	K.Jones and SENDCo	Ongoing.
Adaptations due to Covid 19 for students with SEND	During the occasions where staff wear PPE. The use of visors as opposed to face coverings has been recommended for staff. This is based on guidance from the Government and is to ensure that classrooms remain to be inclusive environments for students with a hearing impairment.	SENDCo and teaching staff.	SENDCo	Ongoing based on advice from Public Health England.