Upton Hall School FCJ
ACCESSIBILITY PLAN 2022-25

Policy Type:	Statutory https://www.gov.uk/government/publications/statutory-policies-for-schools
Review Frequency:	3 years (Mandatory)
Implementation/Approval:	Governing Body free to delegate
Delegated to:	Finance & Audit Committee
Link Governors:	Ms M Woodworth & Mrs K Green (SEND & Chair)
Staff Link:	Mrs N Griffiths (SENDCO)
Last Reviewed/Approved:	July 2022
Date of Next Review:	Autumn 2022

Introduction

Under the Equality Act 2010, 'schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation'.

It is important to state that under the legislation of 2010 a person 'has a disability 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 carry out normal day-to-day activities.'

In order to comply with legislation, schools are required to have in place an accessibility plan which
- Is renewed every three years
- Is approved by the Governing Body
- Ensures that the school is meeting its duty under the public sector equality duty (PSED)

This plan sets out the proposals of the Governing Body of the Upton Hall School:
- To increase the extent to which students with a disability can participate in the curriculum
- To improve the physical environment of the school to enable students with a disability to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible information to students with a disability

This accessibility plan is resourced, implemented and reviewed, as standard, every 3 years and revised as necessary. Implementation of the school's policies in relation to SEND and Equality are reported on regularly to Governors and information is included in the school prospectus.

1A: Vision and Values

Upton Hall School is an selective school where the teaching and learning, achievements, attitudes and well-being of every student matter. Our aim is to include all students and we strive to meet their needs in a range of positive and proactive ways.

We believe that inclusion is a process through which we are developing our policies and practices in order to provide meaningful participation and achievements for all of our students. School staff all strive to identify and eliminate barriers to learning, whenever possible, and promote equality of opportunity throughout the whole school.

The school has worked towards a more inclusive curriculum by:
- Setting suitable learning challenges
- Responding to students' diverse needs
- Overcoming whole-school and subject-specific barriers to learning

1B: Information from Pupil Data and School Audit

Key starting points for the school's plan are assessments of:
- The nature of the school population for whom the school is planning, including present and potential future students
- The physical environment of the school, including a consideration of the impact of the school's existing plans and priorities.

An audit of the school's strengths and weaknesses in working with students with a disability highlighted the following:

The presence in school of students with a disability and the pattern of their participation in the life at the school, for example:
- There are no areas of the curriculum to which students with a disability have limited or no access at the moment.
- There is a genuine commitment to ensure the participation of students with a disability in off-site activities

A positive impact on students with a disability by the way the school is organised:
- School policies, practices and procedures relating to anti-bullying, school trips, the way risk assessments are carried out, learning and teaching, time-tabling, the administration of medicines

Consistently positive outcomes for students with a disability, including:
- A detailed analysis of outcome data: exams, accredited learning and end of key stage outcomes
- Detailed information showing how well students with a disability are accessing the curriculum (lesson observations in different curriculum areas, for example)
- Achievements in extra-curricular activities

The audit of need and provision is continuous and ongoing due to the relationship between parents/carers and the school and emerging needs.

Area 1 - Access to the Curriculum

Action:
- Continued differentiation across the curriculum will allow for a variety of approaches and outcomes. This will be clearly reflected in teachers' planning and evaluated alongside group and individual learning outcomes.
- All staff to be made increasingly aware of the demands of equality legislation through CPD.
- Development of the role of key workers and particularly the TAs with responsibility for students with specific disabilities.
- Responding to the demands of changing SEND legislation as and when it is passed.
- Responding to the specific needs of individuals, which need to be assessed as they emerge and reasonable adjustments accommodated.

Area 2 - Accessing the Physical Environment

Action:
- Regular checks by premises staff
- Lift keys – streamlining the accessibility of lift keys
- Ensuring access to disabled toilet facilities in all buildings at public events
- Making all reasonable adjustments as new needs emerge and are identified

Area 3: The Acquisition & Delivery of Information

Action:
- Website to be continuously developed to become more interactive and informative; development of the learning gateway.
- Parental engagement - ask current parents/carers if there could be improvement in access to information for a person with a disability.
- Responding to the specific needs of individuals by making all reasonable adjustments

Associated policies and documentation
- Equality, Diversity & Community Cohesion Policy
- SEND Policy
- Curriculum Policy
- School Improvement Plan
- Health & Safety/Premises Audits

Approval:

Signature of Headteacher		Date	
Signature of Chair/Vice-Chair of Resources Committee		Date	