



Accessibility Plan

Approved By: Governing Body

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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.

Smithdon High 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 to ensure the maximum achievement for every individual in an inclusive and appropriate educational environment.

We will work in partnership with pupils and parents to assist individuals in reaching their full potential. We believe that both academic and social development, including personal attitudes and values, are important. These essential factors will help our pupils to meet the wider demands of the world of work and adulthood.

In particular, we aim to:

- Enable every student to experience success.
- Promote individual confidence and a positive attitude.
- Ensure that all pupils, whatever their Special Educational Needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Identify, assess, record and regularly review pupils' progress and needs.
- Involve parents/carers in planning and supporting at all stages of their children's development.
- Work collaboratively with parents, other professionals and support services.
- Ensure that the responsibility held by all staff and governors for SEN-D is implemented and maintained.

Vision

All Smithdon High School staff will work collaboratively to create a vibrant, successful centre of learning for those with SEND in the heart of our local community. It is recognised that there are pupils within the school who have particular needs related to their learning. In addition, the school is committed to identifying and removing barriers to learning which may be attributable to factors related to cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical difficulties, to enable aspirational opportunities for all pupils.

Values

We endeavour to be:

- A welcoming, safe, and a happy place where everyone is respected and listened to
- Nurturing, within a caring environment
- Provide high quality teaching
- Able to provide Learning Support Assistants to support and encourage independence
- Supportive for the whole family
- Providing a stimulating learning environment
- Committed to teamwork
- Providers of varied experiences including a wide range of opportunities
- A school for all young people, irrespective of gender, ethnicity, faith, creed, ability or special educational need and/or disability.
- A place where every child is a successful learner, confident individual and responsible and employable citizen.
- An environment that upholds the three core values of Smithdon high school: strength, integrity and excellence

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, including (but not exclusively): VSS, Physical Therapy, Churchill Park School, School-to-school support, Local Health Authority.

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 pupils, parents, staff and governors of the school.

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.

This policy complies with our funding agreement and articles of association.

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	Smithdon High School: <ul style="list-style-type: none"> offers a differentiated curriculum for all pupils. uses resources tailored to the needs of pupils who require support to access the curriculum. ensures curriculum resources include examples of people with disabilities. tracks curriculum progress for all pupils, including those with a disability. sets targets are effectively that are appropriate for pupils with additional needs. reviews the curriculum to ensure it meets the needs of all pupils. provides a centralised, minimum base knowledge for all pupils of all abilities – Knowledge Organisers 	<p>Short term:</p> <ul style="list-style-type: none"> further develop the use of Knowledge Organisers every day in lessons to support their use. <p>Medium term:</p> <ul style="list-style-type: none"> ensure that Knowledge Organisers are also provided in braille / large print where appropriate. <p>Long term:</p> <ul style="list-style-type: none"> regularly review the Knowledge Organisers to ensure they are current & appropriate 	<p>Staff CPD and reminders to embed into learning.</p> <p>Liaise with Trust reprographics to ensure these copies are created and made available.</p> <p>Termly reviews by Departments and Trust Subject Leads to ensure fit for purpose.</p>	<p>DHT</p> <p>DHT / Headteacher</p> <p>SLT line management; HoDs; Trust subject leads</p>	<p>Ongoing</p> <p>Sept 2024</p> <p>Ongoing</p>	<p>SoW, Learning Walks, student feedback – all indicate regular use in-class and for home development</p> <p>Accessible copies of texts available</p> <p>Department meeting notes indicate reviews taking place, relevant changes to KO's made as needed</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps to all buildings • Lifts in all 2-storey buildings • Corridor width – wheelchair accessible in all buildings • Disabled parking bays • Disabled toilets and changing facilities. • Tables in DT in C and E block that move up and down, to suit wheelchair users • Specialist chairs and seat wedges available within each school building • Almost all library shelves at wheelchair-accessible height • Sight lines • Visual impaired yellow markings throughout the site • In the food room there is a movable hob for wheelchair access on the cookers 	<p>Short term:</p> <p>Keep the site safe for disabled users on a daily basis, given lots of contractors on site</p> <p>Medium term:</p> <p>Improve safety of movement around school site</p> <p>Long term:</p> <p>Provide adaptations for potential students / staff prior to them joining the school</p>	<p>Ensure contractors on site remain in cordoned-off areas and out of the line of pathways</p> <ul style="list-style-type: none"> - Repaint sight lines and visual impaired yellow markings - Increase the access to lift keys for less delay in using the lifts <p>Liaise with feeder schools and review the need of new students joining the school and ensure adaptations are employed as required</p> <p>Liaise with new staff members / HR / Occupational Health to support staff needs</p>	<p>Site manager / Site team</p> <p>Site manager / Site team</p> <p>Site manager / SENDCo</p> <p>SENDCo / Year 6 Transition coordinator / Site manager</p> <p>Headteacher / Site manager</p>	<p>Constant / ongoing</p> <p>Sept 2024</p> <p>Sept 2024</p> <p>Annually / as needed</p> <p>Annually / as needed</p>	<p>There are no incidents or injuries caused to disabled staff or students</p> <p>All sight lines and markings are fresh, clear and visible</p> <p>Several key staff are identified as keyholders in each building</p> <ul style="list-style-type: none"> - Risk Assessments in place - Identified adjustments are made - Risk Assessments in place - Identified adjustments are made
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage is clear • Large print resources provided as needed • Braille on doors and for resources, as needed • Pictorial or symbolic representations on personalised cards as a reminder • Access to overlays as needed • Lighted escape routes 	<p>Medium term</p> <p>Improve signage</p> <p>All based on need arising from future staff and students</p> <ul style="list-style-type: none"> • Induction loops in classrooms and / or the main hall • Personal microphone / electronic projection systems for hearing support 	<p>Internal signage to be printed yellow on black</p> <p>Improve hearing support for the hard of hearing</p>	<p>Site manager / Site team</p> <p>SENDCo</p>	<p>Sept 2024</p> <p>Sept 2024</p> <p>As needed</p>	<p>Clear signage in place for those with reduced sight</p> <p>Clear signage in place for those registered blind</p> <p>Support in place for any staff or students who are hard of hearing</p>
<p>Ensure equality for all regarding Gender Identity</p>	<p>Our school ensures:</p> <ul style="list-style-type: none"> • Upon presentation, name and gender-marker (pronoun) change, including on documents, school record • No press intrusion – Trust-prepared equality statement to be issued if necessary 	<p>Ensure no discrimination occurs</p>	<p>Short Term</p> <p>Reissue any award or other certificates in new legal identity</p> <p>Medium Term</p> <ul style="list-style-type: none"> - Review toilet and changing facilities - Arrange staff training 	<p>Admin Team</p> <p>Head of School / Site Manager</p> <p>SENDCo</p>	<p>As needed</p> <p>July 2024</p> <p>Sept 2024</p>	<p>All documents reflect new identity</p> <p>Site does not preclude or judge any student or staff member</p> <p>Staff knowledgeable</p>

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 Chair of Governors.

5. Links with other policies

This policy should be read in conjunction with the school's:

- Behaviour Policy
- Curriculum Policy
- Anti-Bullying Policy
- Safeguarding & Child Protection Policy
- Special educational needs (SEN) information report
- Special educational needs (SEN) and disability Policy
- Supporting Pupils with Medical Conditions Policy And the West Norfolk Academy Trust's:
 - Equality of Opportunity policy
 - Risk assessment policy
 - Health and safety policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Smithson Building (A) – 2 Holt Building (B) – 1 Pendall Building (C) – 1 Shaw Building (D) – 2 Gilett Building (E) – 1	None	N/A	N/A
Corridor access	Wide corridors throughout	Ensure no obstructions are left in the corridors, especially Smithson Building (the smallest corridors)	Site team / cleaners	Ongoing
	No corridors upstairs in Smithson Building – access to rooms aside from the stairs (if using the lift) is through other classrooms and navigating furniture in classrooms	Minimise the use of rooms upstairs in Smithson Building, where possible	Timetabler / planner	Ongoing
Lifts	2	Regular servicing Increase access to keys	Site manager	Ongoing Sept 2024
Disabled Parking bays	2 – close to main entrance (though not directly outside)	None Feasibility study on moving the parking bays into the forecourt entrance area	N/A Site manager / Headteacher	N/A Sept 2024
Entrances	Large number of doors around site – access to all buildings have double doors	None	N/A	N/A
	Only entrance of concern is the main entrance to Reception – this	Investigate a way to have an intercom / doorbell to alert the	Site manager /	Ongoing

	<p>has parallel double doors but each pair are heavy and stiff and only usually one propped open</p> <p>External 'slam' doors on field side of Smithson Building are heavy and potential safety risk, as well as slight lip at base for wheelchair access</p>	<p>main office if someone needs wheelchair access to the site through the main entrance (to get their attention if visitor is alone)</p> <p>Talk to English Heritage / Listing oversight regarding modernizing the days for safety doors</p>	<p>Headteacher</p> <p>Headteacher</p>	<p>Ongoing</p> <p>Ongoing</p>
Reception area	Large, open space – seating positioned to enable easy access	None	N/A	ongoing
Ramps	<p>External ramp to lower part of site</p> <p>Internal ramp in Pendall Building to access Art & Food rooms</p> <p>External Pendall Building individual ramps – into lobby, C32/33 and also C34</p> <p>No external ramp into B58 from fire doors</p>	<p>Temporary/removable ramp to be considered for direct external access to/exit from B58 – while this room can be accessed via the reception side door and then from the internal door opposite B64/next to B63; this would mean some additional maneuvering on entry to the room, given the layout.</p> <p>Investigate possibility of additional ramp to Pendall side of Shaw Building</p>	Site manager / Head of School to discuss	June 2024
Toilets	<p>Accessible toilet access:</p> <p>Ground floor of Smithson Building, accessible from the main hall</p> <p>No toilets upstairs in Smithson building</p> <p>Both ground and first floors of Shaw Building have an accessible toilet</p> <p>Pendall Building has accessible toilets</p> <p>Gillett Building – accessible toilet</p>	Review the ability to reinstate the toilet in Holt Building (a long distance to travel to the nearest disabled toilet) – however, plumbing and legal issues could prevent this being reinstated.	Site manager / Headteacher	June 2024

	Toilet not usable in Holt Building			
Emergency escape routes	All accessible routes	Review clarity of signage for these	Site manager / site team	Sept 2024
Meeting rooms	Available in Smithdon Building, close to Reception and on the ground floor for ease of access Main Conference Room in Pendall Building is accessible to all.	None None	N/A	N/A
Hazards	Room lip in upstairs Smithson Building rooms	Potential concern and trip hazard – review access & add black and yellow safety tape	Site team	Sept 2024
	Concrete lip to field	Review lip from field and ensure high viz paint is used to highlight	Site team	Sept 2024
	Tiled floor to Smithson Building is slippery when wet	Doormats in place, but these can slide and gather – monitor and review effectiveness	Site team	Sept 2024