THINKING SCHOOLS ACADEMY TRUST

ACCESSIBILITY PLAN

"Transforming Life Chances"

Plymouth High School for Girls

This policy was adopted on	June 2023
The policy is to be reviewed	June 2026

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 students can participate in the curriculum

- Improve the physical environment of the School to enable disabled students to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled students

Plymouth High School for Girls aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The Thinking Schools Academy Trust Mission Statement

At Thinking Schools Academy Trust our mission is to transform life chances. Every young person in our community deserves to have the best opportunities at life regardless of their individual circumstances. Education is the key to transform life chances and we support and develop every member of our community to:

- Think about their thinking
- Be their best self
- Shape their success

In this way, Thinking Schools Academy Trust transforms life chances.

The Plymouth High School for Girls Vision Statement

At Plymouth High School for Girls, our vision is to transform life chances by:

A community whose people strive to be their best self. A school where:
- Thinking is at the core of everything we do.
- Everyone takes responsibility
- All have the determination to achieve success

'For life not school we learn'

Plymouth High School for Girls is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and the school supports any available partnerships to develop and implement the plan.

Plymouth High School for Girls 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 students, parents, staff and Governors of the school.

Signature: _____   Date: ____01/06/23_____

Name: Simon Underdown   Position: Headteacher

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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 *Established practice and practice under development*	Person responsible	Date to complete
To implement and maintain a monitoring system to support students with a disability.	- Maintain a register of children with a disability to ensure all staff have an overview of the needs of these students - Monitor patterns of attendance - Monitor participation in off-site activities and residential visits - Record student achievements - SENDCo involved in the Transition to ensure they are fully aware of students with disabilities - Monitor and review students with ongoing medical conditions and co-operate with parents/carers for those who have Medical Health Care Plans or need medication administered in school	SENDCo Club/trip organisers share attendance list with Jackie B who updates overall attendance reg	Ongoing and reviewed termly Term 6 Transition Annually
Increase access to the curriculum for students with a disability	**The school offers a differentiated curriculum for all students.** - The curriculum is reviewed annually to ensure it meets the needs of all students - Staff have access to SEND support plan, which are tailored to the needs of students who require support to access the curriculum. - Staff are aware of children with disabilities such as dyslexia, ADHD, diabetes etc and plan accordingly. - Teachers, and Pastoral staff have access to specific CPD for disability issues	Headteacher	Ongoing CPD programme reviewed regularly to address any training needs Teacher/staff around the child meetings to share

	- Curriculum resources include examples of people with disabilities
	- Curriculum progress is tracked for all students, including those with a disability.
	- Targets are set effectively and are appropriate for students with additional needs.
	- Students have full access to trips and extra-curricular activities.
	  - Risk assessment prior to trips
	  - Plan trips and activities with parents/carers to ensure access
	  - Provide support for students to ensure they can access out of hours activities
	- Purchase books and other resources that promote positive images of disability
	- Invite disabled speakers and visitors to assemblies, events
			good practice and next steps
			
			Individual meetings with HOY and SENDCo to discuss needs

Improve and maintain access to the physical environment	**The environment is adapted, or will be adapted, to the needs of students as required** **This includes:** - Disabled parking bays - Aids are provided for those who are visually impaired – for example edge of steps marked with yellow - Ensuring that all disabled students understand fire notices and have an up-to-date PEEP (Personal Emergency Evacuation Plan) - Parents/carers are consulted about access needs during transition/when a child is admitted to the school - Parents/carers and children are consulted about access in review meetings - Information on the needs of users and students	Thinking Facilities	Ongoing Each summer term in relation to new intake For every mid-term admission Student/Parent review meetings
Improve the delivery of information to students with a disability	**Our school uses a range of communication methods to make sure information is accessible. This includes where appropriate.** - Internal signage	Headteacher	Ongoing

	- Large print resources - Induction loops - Ensure Teachers and Governors have access to specific training for disability issues - Ensure that all staff can differentiate the curriculum and are aware of the SEND register and where to get support.		
Ensure that disabled adults are considered equally with others for posts in the school.	- To welcome all applicants for teaching and support posts - To encourage all members of the community to consider becoming a Governor.	Headteacher Governors	Ongoing

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary – e.g., once the accessibility audit has been completed.

It will be approved by the Headteacher

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy