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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities
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Everyone at The Prescott School has equal value. Prescott High School's Equality Statement is based on the principle of respect for each individual. Prescott High School is committed to taking positive action in the spirit of the Equality Act 2010 and all members of Prescott High School are committed to developing a culture of inclusion, support and awareness regardless of Sex, Race, Religion Faith or Belief, Disability, Age, Sexual Orientation, Age, Gender Re-assignment, Marriage and Civil Partnership and Pregnancy and Maternity (the Protected Characteristics). Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

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 issue and supporting our children to develop their understanding through our school or character work.

The Prescott School accessibility plan is reviewed every three years.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Improving access to curriculum

Actions/Targets	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Ensure the accessibility plan becomes an annuagenda item for Governors.	<p>Clerk to Governors to add to agenda.</p> <p>Governors to review/amend accessibility plan.</p>	Adherence to legislation.	Annual	Clerk to Governors	Principal Chair of Governors
Improve employee awareness of disability issues.	<p>Identify pupils with a EHCPs and ensure that SEN information available to all employees.</p> <p>Review employee training needs and provide training for employees as appropriate.</p>	Whole School community aware of issues as appropriate.	Ongoing	SENDCO	Principal
Annual review of curriculum to ensure that needs of pupils are met	Regularly review SEN provision.	All pupils regardless of SEN or disability have full access to the curriculum and feel included.	Ongoing	SENDCO	Principal
Ensure that external agency support is identified and delivered for all pupils in need	Assess the needs of all pupils and contact external agencies as necessary.	Wider ranges of teaching styles used.	Ongoing	SENDCO	Principal

Provide specialist equipment to promote participation in learning by all pupils	Assess the needs of pupils in each class and provide specialist equipment as needed.	Pupils will be able to develop independent learning skills.	Ongoing	SENDCO	Principal
Continue to train employees to enable them to meet the needs of children with a range of SEN	<p>SENCO to review the needs of pupils and provide training to employees as needed.</p> <p>Employees dealing with vulnerable groups undertake the appropriate training from external agencies as necessary.</p> <p>All employees have access to pupil SEN information to understand how they can provide assistance generally.</p> <p>Ensure that extra training is readily available on request.</p>	<p>Employees are able to enable all children to access the curriculum.</p> <p>Sustained progress made by all pupils.</p>	Ongoing	SENDCO	Principal
Ensure that all pupils are able to access extra-curricular activities	<p>Review provision to comply with legislation.</p> <p>Provide the necessary training to employees.</p> <p>Ensure that there is sufficient support staff to assist the pupils with disabilities.</p>	<p>All providers will comply with legislation to ensure that needs of all children are met.</p> <p>More opportunities available for pupils with disabilities.</p>	Ongoing	SENDCO	Principal
Promote the involvement of pupils with disabilities in classroom activities	<p>Train relevant employees.</p> <p>Create positive images of disability within Prescott High School so that pupils have some</p>	Greater involvement and participation by pupils with disabilities.	Ongoing	SENDCO	Principal

	<p>understanding of the needs of pupils with disabilities.</p> <p>Use specialist equipment. The School's LEARN and character education is a vehicle for promoting kindness, integrity and tenacity.</p>				
Provide activities for pupils with disabilities at break and lunch times	Supervised safe space with activities for pupils with disabilities during lunch club and provision to attend wider school clubs as per pupil preference.	Improved confidence, attendance, self-esteem and social interaction.	Ongoing	SENDCO	Principal

4. Improving access to the physical environment

Actions/Targets	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Ensure all pupils/parents/visitors can access all areas of Prescott High School	<p>Ramps and lifts available at relevant points to ensure access to all parts of the site, regardless of disability.</p> <p>Include questions in Prescott High School surveys about pupil/parent access needs.</p> <p>Utilise disabled parking spaces for disabled to</p>	<p>Every area of the building is accessible.</p> <p>Pupil voice forms part of any whole school changes needed.</p> <p>All parents and pupils have every opportunity to be involved.</p>	Ongoing	SENDCO	Business Manager

	drop off and collect children.				
Ensure classrooms optimally organised for pupils with disabilities	Obtain guidance from specialists (hearing impaired service, autism service, speech & language, educational psychology, family support etc).	All pupils are able to access learning environments effectively.	Ongoing	SENDCO	Principal
Improve signage of evacuation procedures, internet safety and fire drills.	Obtain feedback from employees, pupils and visitors. Emergency evacuation systems to include alarms with both visual and auditory components.	Signs clear and updated as required. Visually impaired employees/pupils/parents/visitors able to read and follow instructions on signage.	Ongoing	SENDCO	Business Mangager

5. Improving provision of information to ensure that all pupils have equal access to Prescott School Information

Actions/Targets	Strategies	Outcome	Timeframe	Responsibility	Monitoring
Improve communications with pupils with disabilities	Ensure the Prescott High School website is clear, simple and easy to navigate. Obtain feedback from pupils, employees, parents and visitors.	Increased variety of information available and increased choices of how to access information. Improved communication with pupils with disabilities.	Ongoing	Principal	Business Mangager
Ensure that all parents and other members of the Prescott High	Improve the availability of documents being provided in alternative	Improved access to information.	Ongoing	Principal	Business Mangager

<p>School community can access information</p>	<p>formats (e.g. large print, braille, simplified/reduced language and audio format). Ensure the Prescott High School website is clear, simple and easy to navigate.</p>				
<p>Ensure that parents who are unable to attend Prescott High School because of a disability can access parents' evening information</p>	<p>Employees to hold parents' evenings by phone or send home written information as appropriate.</p>	<p>Parents are informed of child's progress.</p>	<p>Ongoing</p>	<p>Teachers</p>	<p>Principal</p>

6. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy