

Accessibility Plan

This Accessibility Plan considers provision for disabled students as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). This plan operates alongside the SEND Policy and is consistent with it in terms of principles and approaches to resourcing

Definition of Disability

The Equality Act (2010) states that a person has a disability if:

- **They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.**

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

Key Objectives

To reduce and where possible eliminate barriers to accessing the curriculum and participation in the Great Sankey High School community for students and prospective students who have a disability.

Principles

Compliance with Equality Act is consistent with the culture of Great Sankey High School and its Equal Opportunities Policy. In the operation of Great Sankey High School's SEND policy we affirm our responsibilities under DDA together with any amendments by SENDA. These can be summarised as: Equality Act.

1. Not to discriminate against disabled students in their admissions and exclusions or the provision of education and associated activities
2. Not to treat disabled students less favourably
3. To take reasonable steps to avoid putting disabled students at a substantial disadvantage
4. To publish an Accessibility Plan

In performing their duties and formulating Policies Governors and Staff will give due regard to the Disability Rights Commission (DRC) Code of Practice dated 2014. Great Sankey High School fully recognises and values the unique parental knowledge of their child's disability and the effect of that disability on the ability of their child to carry out some activities commonly and readily carried out by other children of the same age. Great Sankey High School also recognises and respects the right to confidentiality for parents and children. The School provides all students with a broad and challenging curriculum, differentiated and adjusted in accordance with the needs of individual students and their own learning styles. The key principles are:

1. That teaching will set learning challenges that are suitable and demanding
2. That teaching will respond to the learning needs of those being taught
3. That barriers to learning will be identified and addressed positively and directly. This will involve the active participation of staff, students and also parents where necessary.

Actions

a) Education and Further Activities

Great Sankey High School is fortunate in having access to a number of SEN advisers, specialist teaching advisers and health professionals and will continue to seek their advice in supplementing our own specialist staff.

b) School Environment

In planning and implementing improvements, building developments or site improvements Great Sankey High School will take account of the needs of students, staff and visitors with physical difficulties and sensory impairment.

c) Information Services

In the design and production of literature and information packs Great Sankey High School will ensure that such publications can be produced in an alternative format when requested or required.

Points to be borne in mind in the implementation of SENDA

1. In the forming the plans for Open Evenings or other admissions related activities they should be held in accessible locations and with an opportunity for prospective disabled students or their parents to disclose in private the nature of the disability and to discuss their support requirements
2. A clear arrangement should be known by all staff to ensure that if a disability, specific learning difficulty or significant medical condition is disclosed to them they should then contact the SEND co-ordinator. They would accurately record the information and within the limits of confidentiality would be responsible for ensuring that it is disseminated to those other staff colleagues who may require it.
3. Staff should be made aware of the resources within the School that are available to them should they feel that a student requires additional assistance
4. It is helpful to plan for teaching material to be prepared in electronic format so that it can be produced in alternative formats if required
5. The needs of disabled students should be borne in mind in the planning of curricula and consideration might be given to alternative forms of presentation and assessment.
6. Staff development opportunities will be made available to ensure the teaching practice can meet the learning requirements of individual students.