

# Mossley Hollins High School



# Accessibility Plan

**Approved by:** Governing Body

**Date:** 28/11/2024

**Last reviewed on:** July 2023

**Next review due by:** September 2027

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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

Our 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.

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.

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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Our Action plan aims to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	Additional adult support; smaller groupings; adapted equipment; access arrangements for tests; personalised provision; differentiation.	Pupils with SEND make the best possible progress at our school	Staff training - Build on teachers' skills to ensure that quality first teaching is fully accessible to all pupils	Head SENCo	July 2021 - ongoing	Improved and sustained pupil progress for students with SEND
Improve and maintain access to the physical environment	Wide staircases, doors and corridors; lift; equipment to ensure safe evacuation for pupils with mobility difficulties in case of fire.	Pupils with SEND, including mobility difficulties, have full access to all facilities.	Ensure all corridors, classrooms, toilets and outdoor areas are kept free from obstructions	Site Manager School Business Manager	Ongoing – regular review in HT's report to Governors	Safe and unobstructed school environment

Improve the delivery of written information to pupils	Regular planning and review meetings with parents and carers, with minutes and notes provided; opportunities to meet with teachers/SENCo face-to-face; communication by text, email and phone.	Ensure parents and carers of children with SEND and members of our community who may have a disability themselves have full access to all information they need	Ensure information is available in Braille	Head School Business Manager SENCo	Ongoing	Improved access to information
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#### **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 governing body.

#### **5. 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
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

### Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Mossley Hollins is a five storey building. Each internal staircase has continuous handrails. An evacuation matt is located at the top of the side stairs.			
Corridor access	Corridors are clear with an unobstructed width of 1.2m or above.	Check and maintain.	Site manager	Ongoing – daily check
Lifts	The school has two passenger lift allowing wheelchair access to all storeys of the building			
Parking bays	There are five in the top car park and three in the bottom car park.			
Entrances	Entrances are a sufficient width and clear to allow easy access. All internal doors allow a wheelchair user to get through unaided.			

Ramps				
Toilets	Disabled toilet located on each floor.			
Reception area	The reception area is easily accessible for wheelchair access and kept clear of obstruction.			
Internal signage	All exits are clearly marked and light up. Toilets and changing rooms clearly marked.	<i>Future consideration of braille signage if required.</i>		
Emergency escape routes	All escape routes are clearly marked and light up. Emergency lighting fitted throughout. If fire alarm sounds, lights also flash for the hearing impaired. Personal Evacuation Plans (PEEPS) are prepared for those children/adults requiring assistance exiting the building during an emergency.			