

Accessibility plan

Approved by:

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Date for next review: March 2027

Date:



ST HILDA'S
CE HIGH SCHOOL

WISDOM
HOPE
COMMUNITY
DIGNITY
EQUALITY
DIVERSITY

Our Vision

A devotion to our Christian values is what drives this belief.
Our Vision contains five Values that underpin everything we do:

We are the St Hilda's family, with Jesus Christ as our cornerstone.
Building on foundations of **wisdom**, **hope**, **community**, **dignity** and **equality**, we nurture and support each other to be or very best.
We rejoice in our **diversity** and celebrate our many achievements.

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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

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.

Within the school community of St Hilda's CE High School, we seek to instill our core values of: **Wisdom, Hope, Community, Dignity, Equality** and **Diversity** to nurture the gifts, aspirations and talents of all our students, regardless of ability or need. Our school strives to ensure that all students are equally valued and are provided with opportunities to understand, experience and value diversity.

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. This includes working in partnership with sensory services, community physiotherapists, Alder Hey consultants, SENNIS (Special Educational Needs Inclusion Support Service) ADDvanced Solutions and The ADHD Foundation.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The plan will be made available online on the school website, and paper copies are available upon request.

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. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability.	- St Hilda's offers an accessible curriculum which is broad and balanced for all pupils. - We use resources tailored to the needs of pupils who require support to access the curriculum. - Curriculum resources include examples of people with disabilities. - Curriculum progress is tracked for all pupils, including those with SEND by teachers, Curriculum leaders, SENDCo and SLT. Targets are set based on this data and other professional assessments. - EHCPs are reviewed annually. Pupil learner profiles are also reviewed and key information from both EHCPs and profiles is shared with staff. - Emerging needs are identified and support put in place in a timely fashion.	To continue to review the Key Stage 3 curriculum and KS4 Options curriculum based on student needs. Lessons are accessible for pupils with SEND and they are able to reach their potential. Lesson resources, Cornerstone curriculum and Diversity work include examples of people with disabilities. Targets are achievable and appropriate for all pupils based on data and professional assessments. Current interventions delivered by Team SEND. Reviewed on a termly basis. Changes made to suit needs of learner.	Exploration of KS2 / phonics and reading support in KS3 and additional/vocational courses available for KS4. Ensure SEND students take part in all book scrutinies and focus groups. Continuing Professional Development cycle includes focus on adaptations to enable access to the curriculum; increased access to ADHD Foundation training for all staff. Curriculum leaders to audit their curriculum to ensure it meets National Curriculum expectations and is adapted/ personalised to meet the needs of all learners. (Specific resources to be purchased as necessary by curriculum areas to support changing cohorts into school). Review of targets for pupils with SEND in light of any new information that is received from specialist/external/ internal sources, annual reviews and assessments. To be shared with staff on SYNERGY. Teaching staff use information from Annual Reviews, EP assessments and profiles to inform their teaching for pupils with SEND.	SLT SENDCO Curriculum Leaders Teaching Staff Team SEND	Ongoing	Existing courses and programmes of study being delivered to all pupils with maximum impact in terms of progress, engagement and attendance. Pupils needs are met/Staff expertise increases. Evidence from learning visits, book scrutiny and pupil voice. Curriculum mapping demonstrates that it is adapted to meet the needs of learners and this is reflected in the progress of students. Resources are accessed by staff and pupils and the curriculum being delivered is enhanced as a result. Pupils with SEND have achievable targets which motivate them and inspire them to achieve. Teachers have a clear understanding of pupils' needs and adapts teaching to meet need and is evident in M&E cycle. Range and impact of intervention increases. Pupils' needs are met.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils, staff and visitors as required. This includes: • Corridor and door widths accessible for wheelchair users • Lift within the school building • Clear signage in all areas of the school - both inside and outside • Disabled toilets and changing facilities • Medical space located within the Student Services department • Shelves at wheelchair-accessible height • Evacuation chairs are available on floors two, three and four of the building • Adjustable workspaces within food technology • Disabled parking bays	Maintain the high standard set so that pupils of all abilities continue to have ease of access.	Business Manager and Site Manger to ensure that the school building is kept in a good state of repair. That any buildings issues are reported by teachers or support staff and are dealt with in a timely manner.	Business Manager Site Manager	Ongoing	The school building will remain accessible to staff, pupils and visitors.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability.	- Our school uses a range of communication methods to make sure information is accessible. This includes: - Internal signage - Large print resources - Braille - Induction loops - Pictorial or symbolic representations - Buff/coloured paper/books - Information from Educational Psychologists and other professionals etc are shared with parents. - Information on the school website can be requested and is available in other formats if necessary.	To explore the use of pictorial representations across the school. Ensure that all members of the school and wider community can access written and spoken information. Parents offered support to understand their child's assessment as and when needed. To continue to ensure that all policies indicate if alternative formats are available.	Pictorial representations where needed to be identified, agreed and ordered for all school displays. Ensure that all correspondence with pupils and parents is accessible. Appointments offered to parents to discuss progress and outcomes of assessments conducted at or facilitated by school. Ensure this information is provided on the website.	SENDCo/IT	Ongoing	Signage is accessible to all visitors to the school. All pupils, families and visitors will be able to access the information shared by the school. Parents will have an understanding of their child's needs.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and the headteacher.

It will be approved by the governing board and the headteacher.

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
 - SEND policy
 - Supporting pupils with medical conditions
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