

## **Accessibility Plan**

### **Background**

1. The school will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers.
2. In considering what is reasonable the school will take account of;
  - School budget situation
  - The practicalities of making adjustment
  - Health and Safety factors
  - The interests of other pupils
  - The need to maintain academic standards
3. All reasonable steps will be taken to ascertain disabilities of pupils. Consultation with parents will determine strategies to support disabled pupils within school. Relevant information will be passed on to staff to ensure staff awareness. This is normally done before transfer by the SENCo and HLTA who has specific responsibility for transition .
4. Staff INSET on particular issues will be arranged as appropriate and as soon as is practicable to ensure staff awareness e.g. use of epi-pen.
5. Regular in-house training is carried out by the Learning Support Team, one of the HLTA posts has responsibility for research and training including cross curricular issues.
6. No pupil will be discriminated against by excluding him/her because of their disability. The practice of “reasonable adjustment” is integral to the behaviour policy. The school behaviour policy, however, cover all pupils; a disability therefore does not preclude a pupil from exclusion.

### **Making the school more accessible**

Following the completion of the major extension and refurbishment works Baddac Access CIC were commissioned to undertake a complete audit of disabled access. Their findings confirmed the school building offered very high levels of access to all users. They made a comment that Parrenthorn was in the top 20 out of approximately 600 schools previously surveyed.

1. All buildings on the site have external ramp access or internal access to ground floor classrooms. There are two lifts in school.
2. The school has disabled toilets in all blocks.
3. Handrails have been added to assist with small flights of steps.

4. Reception has been built to DDA building standards.
5. All doors are compliant with DDA requirements
6. Lighting throughout the school has been replaced or upgraded, short throw projectors have been installed in every classroom.
7. In Summer 2010 Dado trunking was fitted to the corridors in the new building in response to recommendation in the Baddac report.
8. A disabled parking space has now been clearly marked again in response to a recommendation from Daddac.
9. In Summer 2011 the disabled shower and toilet area was refurbished to include height adjustable shower bed and specialist toilet facilities.

### **Curriculum**

At Parrenthorn High School, we are committed to establishing equality for all students, their parents, staff and other users of the school. This is reflected in our school aims, which are:

- to encourage pupils, whatever their abilities and aptitudes, to develop enquiring minds, the ability to debate and discuss rationally, and to acquire knowledge and understanding;
- to encourage parents and the community to be involved with the whole life of the school, fostering an awareness of the school as an integral part of the community;
- to encourage pupils to appreciate their own worth and culture, as well as that of others from around the world, in order that they reach a better understanding of the world and society;
- to encourage pupils to make progress in their learning commensurate with their abilities in each National Curriculum key stage

The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995

- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

The school operate an anti-bullying campaign which helps to reduce insecurity and build a good sense of community. Care, guidance and support to ensure welfare, health and safety have been highlighted by Ofsted as being outstanding.

Procedures to take care of students are good and the school provides a friendly welcoming environment in which pupils feel they are known, liked and valued as individuals. The plan is delivered by the whole school and tracked through Senior Line Managers. It is monitored and evaluation through the normal review cycle which involves all staff, managers and governors.

### **Access to information**

- 1.Pupils needing copies of information displayed on the interactive whiteboard will be given help to download information and print.
- 2.Handouts and worksheets can be retained by pupils with disabilities.
- 3.Notices and information about school events are displayed on the school's website, school calendar and regular newsletters.
- 4.Pupils with visual impairment will have access to enlarged font as required or facilities to enable them to enlarge work as required.
- 5.LSA's will use visual means to enable pupils with language difficulties or specific learning difficulties to plan and execute their work.
- 6.All staff have access to on-line information via E-portal to pupil records which include specific learning difficulties and needs. Teachers and LSA's are briefed at the start of each school year and at regular periods on individual pupils which require additional support.

### **Making it happen.**

The governing body will take responsibility for the school's Accessibility Plan, set a clear direction and report on it as appropriate.

The views of pupils and parents will be sought at Annual Reviews and Target Setting Days.