



ACCESSIBILITY PLAN

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To be reviewed September 2025

Principal: Dr. M. Stevens

Saracens High School
Corner Mead, NW9 4AS

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1. Aims

Saracens High School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to ensure equality of opportunity for all pupils and staff; it follows that disabled pupils or prospective pupils are not treated less favourably than other pupils or prospective pupils, for reasons relating to disability. We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness, acceptance, and inclusion.

Schools are required under the Equality Act 2010 to have an accessibility plan. You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

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

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.

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.

This policy complies with our funding agreement and articles of association.

3. Action Plan

| Aim | Current good practice | Objectives | Actions to be taken | Person Responsible | Completed by | Success criteria |
|---|--|--|---|--|------------------|---|
| <p>To improve the physical environment in order to increase the extent to which disabled pupils, staff, parents and visitors can take advantage of education and associated services.</p> | <ul style="list-style-type: none"> • The school building has: • elevators to first and second floors. Lift keys are provided to relevant pupils and staff. • Accessible washrooms on each floor. Wide corridors • Personal Emergency Evacuation Plans are in place for pupils and staff, as required. • Evac Chairs are situated in stairwells on each floor and Site and Learning Support staff trained in their use. • Blue badge parking spaces available in both car parks closest to entrances • Foldable wheelchair on site if needed by pupils or staff • Conduct an annual audit of school premises, taking into account the specific needs of any stakeholder, either current or prospective. • Disability Confident Employer Level 2 accreditation achieved | <p>To ensure that all pupils/staff/parents visitors are included in fully access</p> | <p>Annual audit and update</p> <p>Investigate ramp to access sports hall from car park</p> <p>Continue to review our accreditation as a Disability Confident Employer</p> | <p>TBM</p> <p>Facilities Manager</p> <p>HR Officer</p> | <p>Sept 2023</p> | <p>All pupils, staff, parents and visitors can access the premises without encountering any difficulties.</p> |
| <p>Increase access to the curriculum for pupils with a disability</p> | <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with | <p>All teachers are able to fully meet pupils needs ensuring they fully access the curriculum.</p> | <p>Regular review of curriculum through analysis of data, work scrutinised, pupil voice, SEND/EHCP review meetings, lesson observations.</p> <p>Review of curriculum in planning for future</p> | <p>Principal/ SENDCO</p> | <p>Ongoing</p> | <p>The progress of pupils with disabilities will be in line with all pupils nationally.</p> |

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| | <p>additional needs.</p> <ul style="list-style-type: none"> • The curriculum is reviewed to ensure it meets the needs of all pupils. • SENDCO to provide training and information on differentiation and strategies | | year groups. | | | |
| Ensure that knowledge of staff and pupils is current to meet the needs of those with disabilities. | <ul style="list-style-type: none"> • Provide training and awareness raising sessions for staff and pupils. • Reviewing and training needs of staff annually. | Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes and the use of Epi-pens. | Medical Tracker to be continually updated. Pupils to be informed about issues in PSHCE lessons. | SLT Year Lead, PSHE Lead, Welfare Admin and First aid qualified staff. | Ongoing | Whole school community aware of issues relating to access & this is reflected in responses to pupil and staff surveys. |

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| To support pupils with disabilities to make good progress. | <ul style="list-style-type: none"> • Pupils, parents and staff involved in the completion of SEND Learning Plans. • Evaluation and adaption of support as necessary. • Tracking of the progress made by SEND pupils via the use of standardised tests and assessment data, observations, learning walks and book scrutiny. • Continually review policy and procedures relating to SEND. | Continue to ensure that the needs of SEND pupils are met and seen to be met. | | SLT SENDCO | Ongoing | <p>Needs of SEND pupils are addressed by all teachers.</p> <p>SEND pupils feel supported.</p> <p>Data analysis shows impact and progress for SEND pupils in line with expectations and targets.</p> |
| To improve and maintain the accessibility of written information for all stakeholders | <ul style="list-style-type: none"> • Make written material/communication available in alternative formats, e.g. translated into different languages where appropriate. | School information available to all | Regular review of school publications. Identify languages required in the first instance. | SLT Pastoral Leaders SENDCO Marketing & Comms Officer | Ongoing | Delivery of information to parents and to carers improved. Increased involvement in the school. |
| <p>To improve and maintain the accessibility of spoken information for all stakeholders.</p> <p>Improve the delivery of information to pupils with a disability.</p> | <ul style="list-style-type: none"> • To provide interpreters for all pupils and parents/carers identified as EAL when required. • To contact appropriate agencies to provide a translation/support service for identified pupils and their families. Pupils need to be identified in the first instance. • Our school uses a range of communication methods to ensure information is accessible. • Staff trained to support pupils who are hard of hearing • Sign Language interpreter available for deaf member of staff | Good communication with all, regardless of home language. | <p>Identify languages required.</p> <p>Regular review.</p> | SLT Pastoral leader SENDCo | Ongoing | <p>Pupils and their families can access all information.</p> <p>Good attendance at pupil reviews and meetings.</p> <p>Good academic progress for EAL pupils.</p> |

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| | through Access to Work | | | | | |
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4. Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be approved by Resources Committee of the Local 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