



Penketh
High School



PENKETH HIGH SCHOOL

Policy: **Accessibility Policy**

Policy owned by	R Lunt
Date Approved by Local Governing Body	Nov 2020
Signature of Chair to Local Governing Body	L Muir
Signature of Academy Principal	J Carlin
Date of Next Review	July 2022



Accessibility Policy

1. Vision and Values

Penketh High School strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion. We promote aspiration in all our students, including those with a disability and aim to ensure that they have the opportunity to participate in every aspect of school life.

In terms of access, Penketh High School aims to:

Respond to students' diverse needs, and
Overcome potential barriers to learning and assessment for individuals and groups of students.

2. Accessibility Strategy

This statement sets out the ways in which Penketh High School provides access to education for students with a disability.

A person has a disability if:

They have a physical or mental impairment

The impairment has a substantial and long-term adverse effect on their ability

to perform normal day-to-day activities (Equality Act 2010)

Penketh High School's Accessibility Strategy has been produced in response to, and accordance with, the Equality Act (2010)

A number of areas have been considered when compiling this strategy, inclusive of:

- Admissions
- Access to Buildings and Classrooms
- Evacuation Procedures
- Access to the Curriculum
- Information for Students and Parents

3. Admissions

The Governors of Penketh High School support the Special Educational Needs and Disability Act (2001) and endeavour to provide local children with equal access rights if they can reasonably be provided.

4. Access to Buildings

4.1 Access to buildings is outlined below

BUILDING NAME	DESCRIPTION
Pankurst	<ul style="list-style-type: none"> • Ramped access is provided via the entrance leading onto Thompson yard. • Full access to ground floor. • Access to the first and second floors can be provided via a platform lift (restricted key access). • Accessible toilet to ground floor. • Accessible toilet to second floor • Accessible changing / wash room facilities
Ennis	<ul style="list-style-type: none"> • Ramped access is provided to each of the entrance doors. • Full access to ground floor only. • Accessible toilet, changing / wash room facilities. • Stair lift access to conference room and staff room.
Thompson	<ul style="list-style-type: none"> • Ramped access is provided to the main door. • Full access to ground floor only.

Da Vinci	<ul style="list-style-type: none"> • Ramped access is provided via the side entrance leading onto Thompson yard. • Full access to ground floor. • Access to the first floor can be provided via a platform lift (restricted key access).
Riley	<ul style="list-style-type: none"> • Full access to ground floor only.
Rosetta	<ul style="list-style-type: none"> • Ramped access is provided to each of the entrance doors.

The school will continue to review access to the physical environment for students with disabilities

5. Evacuation Procedure

The school's evacuation procedures will be adapted to meet the specific needs of an individual. Relevant procedures will be discussed with the student and parents/carers and a PEEP (Personal Emergency Evacuation Plan) will be drawn up for students with additional needs and / or disabilities. Dependent on the individual needs the student may be allocated a buddy or a dedicated member of staff. Information will be kept on the student's file.

6. Curriculum Access: Teaching, Learning and Assessment

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students regardless of disability should have access to the full National Curriculum, differentiated to take account of access and learning needs.

Access to the curriculum is a key issue for consideration at the stage of admission to the school, transition within the school or when a disability develops. Where appropriate, students may work outside of their key stage. High Need Pupil Profiles (inc. EHCP) and Individual Education Plans (IEP) identified students will address this issue and are kept under regular review. This information is available to all staff via the shared resource area on the

school's network.

Advice and support, where appropriate, may be sought from appropriate external agencies.

In constructing the school timetable, the school will give sympathetic consideration to individual needs and in conjunction with Pupil Support colleagues will assess a student's need for support and exam access arrangements. For instance, in the event of a temporary injury, or when a pupil is recovering from an injury / mobility issue, such as a broken leg, a Health & Safety Risk Assessment will be undertaken by a member of the Welfare team. The ability to access upper floors / move safely around the site will be considered and where necessary suitable alternative arrangements made, and these will be communicated to staff by the Welfare team.

The suitability of any event and the need for additional support can be discussed fully with the parents in advance.

7. Information for Students and Parents

Large print format of documentation can be made available if required. The services of a language interpreter or a sign language interpreter can be accessed, with prior notice, via the school to facilitate parental interviews.

If either student or parents have difficulty accessing information normally provided in writing by the school such as worksheets, homework or newsletters then the school will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility and can be found on the school's website or by contacting school (Mr R Lunt in the first instance):

Admissions Policy

Special Educational Needs Policy

Version	Date	Action
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1	June 2019	Ratified by Governors
	November 2020	Ratified by Governors