Penketh High School

TCAT

PENKETH HIGH SCHOOL

Accessibility Policy 2025-2028

Policy owned by	**R Lunt**
Date Approved by Local Governing Body	**September 2025**
Signature of Chair to Local Governing Body	**M Bryan**
Signature of Academy Principal	**J Carlin**
Date of Next Review	**August 2028**

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 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.

The Governing Body has three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

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)

'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed

'Long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection'.

This definition is broad and includes learning difficulties, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student's ability to conduct normal day-to-day activities is adverse, substantial, and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of students are therefore included in the definition.

3. Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects the student in everyday life in one or more of the following ways: Mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects. It also includes speech, hearing, or eyesight; memory or ability to concentrate, learning or understanding, and perception of risk of physical danger.

4. Disability and Special Educational Needs (SEN)

Many children who have SEN will also be defined as having a disability under the Equality Act (2010).

5. Purpose of Access Plan

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

The Governing body of the school sets out the proposal of the plan to increase access to education for disabled pupils in the three areas required by the planning duties in the SEN and Disability Regulations 2014:

- Increasing the extent to which disabled pupils can participate in the school curriculum. This covers teaching and learning. It also includes the wider curriculum such as participation in enrichment, after school clubs, leisure and cultural activities, extended school provision or school trips and visits.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This would include physical aids and equipment to access education.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. It is a requirement that the school's accessibility plan is resourced, implemented, and reviewed and revised as necessary.

6. Aims of Plan

The aims of Penketh High School's Disability Equality and Accessibility Plan are:

- To ensure that all students are fully involved in school life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff and support staff when teaching or aiding a wide range of students with disabilities.
- To develop sensitivity and expertise in approaching the specific needs of a broad range of students.
- To develop strong collaborative relationships with students and parents/carers to increase the satisfaction of disabled students and their parents or carers with the provision made by the school.
- To regularly review and evaluate standards of attainment for students with disabilities.
- To monitor exclusions
- To look at recruitment and promotion procedures in light of disability legislation.
- To promote equality of opportunity and positive attitudes towards disabled persons.
- To encourage the availability of role models and positive images of disability.
- The Senior Leadership Team will review accessibility actions annually as part of the School Development Plan cycle, ensuring that improvements in access are monitored and reported to Governors.

Penketh High School has a highly commitment to equal opportunities and accessibility as laid out in the School Aims, Equal Opportunities Policy, Anti–Bullying Policy, Child Protection Policy, SEND Policy, Behaviour Policy, Health and Safety Policy and Inclusion Policy.

Penketh High school aims to embed accessibility into everything we do. This includes school improvement, curriculum development, maintaining and improving our physical environment, professional development and within all our planning processes.

At Penketh High School, we believe a whole school approach to reducing barriers for all students is vital if we are to ensure all students achieve their potential. It is the responsibility of every member of staff to remove barriers to learning for disabled students. Everyone needs to take the lead in respect of accessibility within their areas of responsibility whether that is the curriculum, pastoral, or administration.

7. Admissions

The Governors of Penketh High School support the Equality Act (2010) and endeavour to provide local children with equal access rights if they can reasonably be provided.

8. Access to Buildings

Building Name	Description
Da Vinci	• 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).
Ennis	• Ramped access is provided to each of the entrance doors. • Full access to ground floor only. • Accessible toilet, changing / washroom facilities. • Stair lift access to conference room and staff room.
Pankhurst	• 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 / washroom facilities
Riley	• Full access to ground floor only.

9. 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. PEEPs will be reviewed annually or following any significant change in student needs or site layout.

10. 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 consider 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.

We are committed to ensuring that all online and digital learning platforms used by the school are accessible to students with disabilities, in line with Web Content Accessibility Guidelines (WCAG) 2.1 accessibility standards. Reasonable adjustments will be made for students who require support accessing digital content.

11. 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.

12. Linked Policies

The following policy documents are relevant to the general issue of accessibility:

- Admissions Policy
- Special Educational Needs Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Child Protection & Safeguarding Policy
- Behaviour Policy
- Health & Safety Policy
- Inclusion Policy