



Pendle Community High School & College

Accessibility Plan and Single Equality Policy (Dec 2021)

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 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

Pendle Community High School & College (PCHS&C) is a co-located, community special school for students with generic learning difficulties aged 11-19 years. Our students have a wide range of Special Educational Needs (SEN) including a combination of: moderate, severe, complex and multiple learning difficulties; autistic spectrum and communication needs; and physical, medical and sensory needs. All our students have an Education, Health & Care Plan.

According to the Index of Multiple Deprivation 2019, Pendle is 14th out of the top 20 local authority districts deemed to be in the most deprived 10% (nationally). The socio-economic and ethnic background of the school population is reflective of the wider local community and above average on indicators of ethnic minority, Free School Meals and Looked After Children.

At Pendle Community High School and College our mission is to **embrace diversity, nurture potential** and **raise aspirations** of all our learners, to make a positive difference to their lives. This is underpinned by PCHS&C's core expectations (displayed throughout the building) that in our school and college community we care for and respect ourselves; other people; our environment and always try our best.

The Governors and staff at PCHS & C aim to treat all its pupils fairly and with respect. This involves providing opportunities to ensure that everyone can achieve their very best, without discrimination of any kind. We achieve this through the following:

- Ensuring all pupils have access to a suitable curriculum including National Curriculum that meets their individual learning needs to maximise progress.
- Ensuring all pupils have access to inclusive learning opportunities within school/college and the wider community.
- Providing a safe and supporting learning environment that encourages and promotes self-advocacy, self-discipline, independence and personal aspiration.
- Offering an environment that maximises independence and encourages pupils to be the best they can be.

- Continuing to adapt and change to meet the needs of all our young people through self-reflection and constant professional development.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues, through comprehensive induction and continuing professional development.

The school supports any available partnerships to develop and implement the plan.

We have included a range of stakeholders in the development of this accessibility plan, including selected pupils, staff and governors of the school.

PCHS&C's plan is available online on the school website, and paper copies are available upon request.

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

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
1. Further increase access to the curriculum for pupils with a disability	<p>Our school/college offers a clearly differentiated and appropriate core curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include those for sensory needs - HI/V and /MSI; and adaptations for physical/ medical needs.</p> <p>Curriculum progress is closely tracked for all pupils, including SEN & physical /sensory needs.</p> <p>IEP targets are set and reviewed regularly. All are appropriate for pupils with SEN and disabilities.</p> <p>The enriched curriculum includes residential opportunities for all pupils appropriate to their particular needs.</p>	To ensure our co curriculum including the enriched curriculum meets the needs of all learners including those with the most complex learning and medical needs (i.e. experiential learners).	<p>a) Suitable residential options are identified and the most appropriate option agreed, booked and organised.</p> <p>b. Pupils engage in the various activities of the new Erasmus+ projects 'Each Move matters' and 'Stamp it out'</p>	<p>Shelley Plant (TLR)</p> <p>J Kirk S Plant</p>	<p>July 2022 (annual trips planned)</p> <p>July 2022</p>	<p>A residential opportunity for experiential learners will be undertaken this academic year.</p> <p>The new Erasmus projects will demonstrate impact for all pupils</p>

	The curriculum is reviewed annually to ensure it meets the needs of all pupils. Intent , Implementation and Impact		c. Ensure all staff consistently evaluate how successfully all pupils have met IEP targets	C Endersby/ J Chatburn (AHTs) Jenny Bayliss (DHT)	July 2022	This will be linked to individual teacher's PM targets, and reviewed accordingly.
2. Improve and maintain access to the physical environment and effectively meet sensory needs of all pupils.	<p>The environment is adapted to the needs of pupils with physical needs as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled toilets and changing facilities • Disabled parking bays • Use of tail-lift vehicles <p>The environment is adapted to the needs of pupils with heightened sensory awareness. This includes:</p> <ul style="list-style-type: none"> • Assessment of sensory needs • Production of bespoke sensory diets/programmes where needed. • Sensory room 	To ensure all areas within school and within the grounds are highly suitable to meet the physical and sensory needs of all learners	<p>a. The sensory garden is to be refreshed and maintained</p> <p>b. Small playground to be re-furnished, to include additional swings for students with physical/medical disabilities.</p> <p>Increase access to Learning in Nature / Forest School for all pupils including those with mobility needs</p> <p>Purchase of additional minibuses with tail lift access</p> <p>Relocation of hooks to classrooms where needed.</p>	<p>Andrea Harvey (SBM)</p> <p>Andrea Harvey (SBM)</p> <p>Forest School Leads</p> <p>Andrea Harvey (SBM)/</p> <p>Andrea Harvey (SBM)/ Shelly Plant (TLR)</p>	<p>July 2022</p> <p>September 2022</p> <p>September 2022</p> <p>September 2021</p> <p>October 2021</p>	<p>Sensory garden, offers high quality sensory experiences for all and is fully accessible.</p> <p>Small playground is accessible for all students – including those with the most complex medical and physical needs.</p> <p>Sensory/proprioceptor needs of all students can be met – including swinging, spinning, rocking, balancing etc</p>

<p>3. Develop and improve communication systems for pupils with SEN and/or disability to parents and other professionals</p>	<p>Our school uses a range of methods to ensure information is accessible and communicated. E.g.</p> <ul style="list-style-type: none"> • Internal signage • Braille • Induction loops • Communication passports inc pictorial/ symbolic rep. • Parent app/mobile app 	<p>To ensure information and good practice is embedded relating to communication systems from school: home and vice versa and with all other relevant parties</p>	<p>a. Transactional support within the classroom is clearly documented and communicated with transport and home.</p> <p>b. General information in place regarding communication support for pupils within school will be detailed on the school website.</p> <p>c. External SaLT consultant to support wider range of pupils with communication needs including form Sept 2021 development of AAC e.g communication apps (to include where appropriate those discharged from NHS Speech and Language service</p> <p>d. Pilot of introduction of class dojo for Calder potentially roll out to other classes</p>	<p>Jenny Bayliss (DHT)</p> <p>Debra Grogan HT Jo Chatburn AHT</p> <p>Shelley Plant TLR</p>	<p>September 2022</p> <p>Achieved July 2021 December 2022</p> <p>December 2022</p>	<p>Communication regarding strategies to meet all pupils needs will be consistent between school, home and all transitions in between.</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Full Governing Body and 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
- Local offer and Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy.

It should be noted that PCHS&C's Exams Disability Policy and Exam Policy provides further information in relation to identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements'); requesting access arrangements and implementing access arrangements and the conduct of exams

Policy approved by Governors: November 2018 (reviewed and updated Dec 2021)

Next review date: October 2023



Signed: _____ Date: 27.1.2022

(Chair of Finance & Resources Committee)



Signed: _____ Date: 27.1.2022

(Headteacher)

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	4 story building Staircases with hand rails and treads	Personal Evacuation Plans to be created for new students and visitors as required.	A Harvey/N Dean/ P Richardson	Annually
Corridor access	Main teaching corridor Specialist corridor Admin corridor	No current issues or actions		N/A
Lifts	2 x lifts to Level 3 1 x lift to Level 4	No current issues or actions	Equans	N/A
Parking bays	Main car park	No current issues or actions	Equans	N/A
Entrances	Main entrance – Reception College entrance – turning circle College entrance – sensory garden School entrance – sensory	No current issues or actions	Equans	N/A

	garden Playground entrance			
Toilets	Hygiene Rooms x 4 2 x disabled toilets main corridor	No current issues or actions	Equans	N/A
Reception area	Joint reception area	Power doors in to a holding area, wheelchair access at reception desk. No current issues or actions.	Equans	N/A
Internal signage	Corridors, doors, floors,	No current issues or actions	A Harvey	N/A
Emergency escape routes	Level 4 has evac chair, evac sledge and external stairs Level 3 has 3 x evac sledges	Ongoing training for new staff for the chair and sledges.	Equans	N/A