



Preston School

A Business & Enterprise Academy

**Bringing Learning to Life
& Life to Learning.**

Site Accessibility Plan

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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 pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Preston School, we have created an inclusive community in which each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and healthy, whilst at the same time enjoys and achieves and makes a positive contribution to the wellbeing of the school community. We are committed to the care and well-being of all students so that they may work and learn in a safe, secure environment.

Inclusion is the process of taking the necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy school life. In all aspects of the school, the stakeholders (governors, staff, students, parents and the wider community) are committed to working together to ensure that the school community remains true to the equal value principle underpinning its policies.

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.

MNSP Trust completes an overall accessibility plan that reviews all schools the MNSP Accessibility plan can be found on the Trust website.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. The plan will be approved by the Headteacher and SEND Governor and reviewed annually by all parties.

Increase access to the curriculum for pupils with a disability					
Aim	Current good practice	Objectives	Actions to be taken	Person responsible and date	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p> <p>To promote a person centred approach to all pupil reviews, and pupil information for staff.</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 resources include examples of people with disabilities •Curriculum progress is tracked for all pupils, including those with a disability •Targets are set effectively and are appropriate for pupils with additional needs •The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>To improve the quality of information on students' disabilities and how to be supported, ensuring the involvement of all stakeholders. To allow improved teaching and learning for all.</p> <p>To improve the progress and for students with EHCPs.</p>	<p>To review pupil passports (What Helps Me as A learner Documents) and ensure that these are relevant up to date and co-produced with all stakeholders. All stakeholders have input at least annually.</p> <p>To ensure that students with the highest level of needs have PLIMS in place that are relevant accurate and specifically drawn from their EHCP/student/ parent and staff knowledge that allow progress not only academically but against the preparation for adulthood goals.</p>	<p>MPU</p> <p>Term 6</p>	<p>All pupil passports are shared with the home and reviewed.</p> <p>They are audited annually and cross-referenced with the disability register so that information is accurate, concise, and relevant to support teaching and learning.</p> <p>All EHCP students have a PLIMS sheet, staff use PLIMS within their lessons and there is improved progress for these learners.</p> <p>All relevant teaching staff to be confident with making 'reasonable adjustments' to information when teaching and learning.</p>
<p>To increase the involvement of our disabled community within the school through coproduction.</p>	<p>Some meetings already take place, but not regularly enough.</p> <p>We share training courses and information on inclusion activities with</p>	<p>Meeting schedule published and shared with relevant stakeholders</p>	<p>-To establish a termly meeting consisting of parents, students, and support staff to provide a forum for this group.</p> <p>To provide this group with ideas for topics of discussion such as curriculum provision, extra-curricular activities, access to the whole school site, presentation of written</p>	<p>MPU</p> <p>Term 8</p>	<p>All parents have an opportunity to attend meetings at least termly.</p> <p>Students to be able to speak confidently & positively about how their voice is heard.</p>

	all stakeholders in the school regardless of whether they are on the disability register.		information, and identification of barriers to learning.		
	Positive comments and response to OFSTED survey.	To ensure student voice and surveys take place at least termly and results discussed with wider staff and students.	To establish a termly meetings consisting of students from all year groups, to provide a voice for this group.		
	Annual parent voice via online forms takes place.				
To improve the teaching & learning experience thus enhancing the personalised learning for disabled students.	SEND Champions group, which includes a member from each department. meeting at least termly to discuss and share best practise.	Best practice established and shared across all staff. Staff have increased in confidence and competent with regard to provision for all disabled students.		MPU	PLIMS seen in lessons.
		SEND champions to become familiar with PLIMS and to use this within their teaching effectively. SEND Champions to become active in sharing SEND knowledge and skills within each department.		Term 8	SEND Champions take an active role in sharing good practice across their departments and school.
Improve and maintain access to the physical environment					
To improve movement around the school site for disabled users.	We have automatic doors with key fob for wheelchair users.	Improved access to the whole school site for all students.	-To undertake an access audit of the school with our disabled students.	MPU	Audits taken place and actions have been implemented.
	We have ramps and most of the school is physically accessible for most learners.	That Timetabling arrangements are successful in considering needs of all disabled learners and their access to the curriculum and resources is ensured for these learners.	-To participate in site Health & Safety walk.	Term 8	Termly meetings with parents, students and support staff agenda includes accessibility.
	We have a number of disabled access toilets for students with different disabilities and needs around the school site.	PE becomes more inclusive for students with physical needs and programmes of study are adapted to ensure inclusivity for all.	-To have school access as a point of discussion at termly meeting parents, students and support staff.		
	We have a therapy suite with hoist., that is				

	<p>also used for physiotherapy.</p> <p>Many of our physically needs students are able to access the site with a high level of independence.</p>				
To make reasonable adjustments to the physical layout of the school.	Improvements made to school site to improve access for all students.	To prioritise and respond to improvements identified through access audits with students,	Termly stakeholders meeting and site Health & Safety walk. (These could include reasonable adjustments to lighting, signage, colour contrast in the acoustic environment to washing and changing facilities in relation to ramps, doorways, and lobbies to the provision of specialist equipment and furniture.)	MPU	Adjustments are completed in line with health and safety walk and actions implemented. Better working relationship between the site team and SENCo.