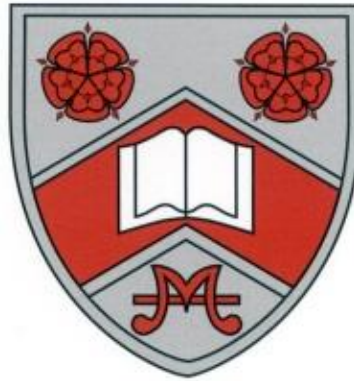


PENWORTHAM GIRLS' HIGH SCHOOL



ACCESSIBILITY PLAN

2020-2023

OUR MISSION

To prepare
Articulate, Questioning, Tolerant and Independent Women
for the future.

September 2020

1.0 The purpose of the Plan

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Penwortham Girls' High School.

1.1 Linked Documents

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Policy
- Health & Safety Policy
- Special Educational Needs Policy
- School Behaviour Policy
- School Improvement Plan
- Asset Management Plan
- Safeguarding Plan
- Local Offer

1.2 Definition of Disability (Equality Act 2010)

"A person has a disability 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 carry out normal day to day activities". Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

2.0 Curriculum

2.1 The Current Position

We believe that we have made good progress in the following areas:

- Establishing a supportive pastoral system which encourages and supports all students;
- Providing bespoke pastoral support through our Pastoral Support Worker (PSP);
- Developing a growth mindset focused ethos, where the positive behaviours which lead to success are celebrated rather than attainment and where students understand that setbacks are not necessarily failures;
- The use of outside agencies, such as Key, Children and Family Wellbeing Services, SEND services and Inclusion Solutions to support specific pupils in the development of confidence and self-esteem;
- Advanced planning for students based on good information from primary partners;
- The use of Cognitive Ability Tests to inform transition decisions and to ensure a rapid progress;
- Transition of pupils with special needs from primary to secondary education through the extension of the MOTHS programmes to include students from Years 4 to 6;
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour);
- The promotion of extra-curricular activities and involvement in the wider community through the KS3 Passport programme, the rewards based 'Bring it forward' initiative and whole school community / charity events.
- Ensuring the effective use of TAs both within and beyond the classroom;
- The effective implementation of Support Portals through the sharing of targets and strategies whole school;
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Amanuensis, laptops etc.);
- Provision of a tailor made programme of breakfast, break and lunchtime activities to support and develop all students;
- Using 'P Scales' where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations;
- An alternative KS3 curriculum (Accelerated Learner) designed to develop foundation literacy and numeracy skills, ensuring all pupils are able to access and progress in core subjects;
- Annual review of our KS4 curriculum to ensure a cohort determined mix of courses, including appropriate vocational qualifications (e.g. Health and Social Care BTEC), external college courses and Study Plus options;
- The creation of annually reviewed Option Pathways / career guidance to ensure students select appropriate KS4 courses;
- Provision of SEND specific training for TAs and teaching staff;
- The provision of subject specific TAs in key subject areas (English, maths, science and Tech);

- The use of a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language, targeted questioning, adaptive teaching;
- The development of Circle Time to support social and emotional development;
- Effective liaison with external agents, such as SEND Services and Inclusion Solutions, to provide specific support where necessary;
- Use of software (e.g. IDL, Bedrock Vocabulary) to provide specific/targeted support;
- Effective use of SISRA to monitor progress and identify where personalised interventions are required;
- Liaison with local colleges, and other post-16 providers, to ensure a smooth KS4-5 transition.
- NGRT Reading Age tests are used to track literacy progression (spelling and reading) from Years 7 to 11, enabling the identification of specific weaknesses and implementation of appropriate interventions.

2.2 Priorities for 2020-2023

- To encourage all students to participate in leadership opportunities;
- Advance a range of SEND specific reading methods, in line with the wider school communication strategy.
- To ensure all students have careers contact through careers interviews and Futures Days;
- To tailor our curriculum offer through the effective use of The Haven as an onsite alternative provision facility. The Haven will allow the implementation of a wider range of personalised medium and long term interventions;
- To continue to evaluate and evolve the post of the Pastoral Support Worker to ensure maximum impact;
- To further develop the use of SISRA and SIMS to improve the recording and monitoring of pupil data;
- To ensure all staff receive quality CPD, ensuring they have the full toolkit of strategies needed to successfully teach students with disabilities;
- To evaluate the full range of qualifications available to ensure our students are given the best opportunities to succeed.
- To ensure close liaison between SEND and pastoral/safeguarding staff to ensure all pupils, including those with SEND, are kept safe.

3.0 Physical Access

3.1 The Current Position

- The majority of our site is wheelchair accessible with the introduction of a main building lift in 2017;
- There are designated disabled parking spaces in the main car park;
- Parents have the opportunity to request access arrangements at Parents' Evenings;
- Disabled toilet facilities available on the ground floor of the main building;
- A physical environment that is safe and welcoming;
- Improved acoustic treatment in some areas (an acoustic audit was completed in September 2019);
- Handrails on all stairs;
- Clear visual signage;
- PEEPs in place for those students requiring assistance in the event of an evacuation.

3.2 Priorities for 2020-2023

- To review the site annually;
- To address any concerns arising from the annual site inspection or new pupil intake;
- Ensure any new builds completed during the next three years are designed with access as a priority.

4.0 Written information

4.1 The Current Position

- All key documents are available on our website and as paper copies by request, these are updated annually;
- Trained TA available to sign;
- Information regarding school events and specific pupils is regularly communicated home via ParentMail;
- Translators and interpreters are permitted at parents evenings and meetings if required;
- Private rooms are available for parents evenings when required;
- Facilities are available to enlarge and modify resources used by VI pupils, including a braille typewriter;
- Phone call contact encouraged with the SENDCo if written communication problematic for the family.
- ClassCharts is used to inform parents and pupils of achievements and concern. This online platform also has a wellbeing facility, enabling both students and their carers to raise emotional health and wellbeing issues with pastoral staff 24/7.

Appendix 1 – COVID measures

- Mixed ability groupings in Key Stage 3 mean that our usual TA structure is not viable. TAs are therefore assigned to groups with the most need and therefore the majority of those lessons are supported for a number of students.
- As such, we no longer have specialist TAs in subject areas and are therefore organising subject specific CPD in order to address gaps in subject knowledge to ensure support is consistent.
- Some small group and 1-1 withdrawal is taking place for those students in most need ensuring the school risk assessment is adhered to.
- No clubs are being offered at this time though TAs are providing social and emotional support during withdrawal sessions as well as organising to either meet students at the end of the day or maintain email contact in order to 'touch base'.
- The base classroom structure is actually well suited to year 7 transition as it mimics what they have been used to in primary school to a certain extent and has arguably enabled a smoother transition as a result.
- Remote learning systems are in place to support students if there is a need to work from home due to covid-related absence. In these circumstances, TAs will continue to provide support through daily contact with their link pupils to ensure work is being accessed and completed.

- All staff have received training on how to provide a quality remote learning experience. There has been specific guidance on reducing cognitive load, support communication skills and utilising online software to aid learning.
- Submission rates are being monitored during periods of home and blended learning. Where concerns are raised, home tutors are being assigned to individual pupils. These tutors work with the identified pupils to support them through their learning.