



Glenthorne High School Accessibility Plan 2023-2024

The Equality Act 2010 replicated the provisions found in the SEN and Disability Act 2001 to cover education. Since September 2010, the Governing Body has had three key duties towards disabled pupils, under Schedule 10 of the Equality Act 2010.

The definition of disability under the Equality Act 2010 is a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal daily activities.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- A. increasing the extent to which disabled pupils can participate in the school curriculum
- B. improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- C. 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, reviewed and revised every three years and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEND Code of Practice 0-25 (January 2015)
- The Children and Families Act 2014

Glenthorne High School

Glenthorne is a mixed sex, secondary comprehensive school with 1700 students on roll. It has a policy of inclusivity and does not discriminate on the grounds of disability. Places are offered according to our admissions criteria or via formal consultation to establish our capacity to meet any special needs for those with Education, Health and Care Plans (EHCPs). The ASD Base (a specialist provision for those with ASD and holding an EHCP) is an important and valued part of the school, sited within the Jubilee Wing.

The school comprises several buildings covering a large site, mostly of one or two storey construction. The school has toilets, dining and hall facilities and many classrooms on the ground floor, with access to all necessary buildings through ramped entrances. There are a number of accessible toilet facilities in various parts of the school including an accessible toilet for visitors.

Access to the first floor is possible for the AB, BB and JW buildings with the aid of a lift. Some maths, music and drama classrooms are not accessible to pupils in a wheelchair or with mobility disabilities.

The school is painted with due care to the visually impaired, with contrasting colours between floors, walls and entrances in nearly all areas of the buildings. Stair treads have clear colour changes to show the rise and fall and are generally textured.

Individual arrangements for children with particular medical needs are made, taking the advice of health professionals, and where necessary children being provided with individual health care plans.

The SEND department also provides additional support for individuals as appropriate. This may include adaptation of visual materials, additional support to access lessons, small group tuition or to deliver programmes as advised by specialists. More information is available in the SEND Policy and Information Report.

The school also supports pupils with social, emotional and behavioural needs through a range of strategies including ELSA (Emotional Literacy Support), mentoring and counselling.

How views and information from those with disabilities have been involved in developing the plan

The school has existing systems which collect a range of information from pupils, staff and visitors. Outcomes of these consultations and information gathering processes are used to inform the plan. Particular aspects include the following:

- Risk assessments around the site against the needs of pupils/staff/carers
- EHCP annual reviews
- Medical information for new and existing staff
- Consultations with the SEND department regarding the needs of individual pupils
- Input from our staff teams that focus on pastoral, social, emotional and health needs
- Meetings with parents/carers and pupils to identify and implement strategies
- Staff performance management processes and referrals to occupational health
- Input from specialists e.g. Visual Impairment Service, Occupational Therapy and Physiotherapy
- Feedback from visitors, parents and other community users

Outcomes of this information inform planning each year.

Current Equality Objectives (2023-2027)

1. To ensure no person at Glenthorne High School is treated less favourably because of their race, disability, sex, age, religion, sexual orientation or because they are pregnant or entitled to maternity/paternity leave
2. To ensure that pupils with places in the ASD Base are fully integrated into the school community and to promote collaboration and friendships between pupils within and beyond the Base
3. To monitor and respond to any homophobic bullying by categorising this form of discrimination separately, in the same way as racist bullying is logged on SIMS
4. To ensure that all staff are aware of the Equality Policy and that training enables the school to achieve its objectives

5. To celebrate diversity in our school through a range of events, such as the assembly programme, LGBTQ+ groups and multi-cultural activities
6. To ensure all SEND students have equal access to the curriculum and extra-curricular activities
7. To continue to develop the access to the site and site events for pupils, parents/carers, staff and visitors through discussion with individuals as to how to meet their needs

Plans and actions to increase access to education for disabled pupils by area:

A) Increasing the extent to which disabled pupils can participate in the school curriculum:

| OBJECTIVE | TIMEFRAME |
|---|--------------------|
| To ensure that Special Educational Need (SEN) Support Plans are reviewed on a termly basis for pupils with SEN and disability | Ongoing every term |
| To ensure all pupils with medical needs have a care plan which enables them to access the curriculum as fully as possible. | Ongoing |
| To ensure that a Local Authority Educational Psychologist is allocated to the school each year and is available for referrals to support pupils with SEN and disability | Ongoing |
| To deliver a range of literacy and numeracy interventions to support pupils with dyslexia, dyscalculia and those with low prior attainment | Ongoing |
| To maintain a robust pastoral support system for pupils with social, emotional and mental health needs to enable them to access the curriculum | Ongoing |
| To adapt lesson delivery so that all pupils can access the learning | Ongoing |
| To maintain special arrangements for individual pupils eg timetabling lessons on the ground floor and support to move around the site | Ongoing |
| To develop a bespoke curriculum which allows access to MFL as well as literacy/numeracy interventions for those students with significant learning needs | 2023-2024 |

B) Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

| OBJECTIVE | TIMEFRAME |
|--|-----------|
| Ensure that there are suitable refuge areas on the first floor of each building for wheelchair users to access in the case of fire | Ongoing |
| To build ramp access to the Sports Hall and downstairs dining area | 2023-2024 |

C) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

| OBJECTIVE | TIMEFRAME |
|---|----------------------|
| To ensure that school newsletters are available in a larger font and size if there are parents who are visually impaired | Ongoing, as required |
| To provide appropriate pupils with coloured overlays for reading text | Ongoing |
| To ensure that readers and scribes are available for examinations as appropriate in accordance with JCQ requirements and regulations | Ongoing |
| To develop the range of audiobooks available through the library | Ongoing |
| To download or purchase large-print versions of set texts required in English for pupils with visual impairment | Ongoing |
| To continue to develop the options available for pupils to use assistive technology in lessons, including reading pens, voice recognition software and text-to-audio facilities | Ongoing |
| To launch the new website which has been developed with users with visual impairment or reading difficulties in mind (clear font and format and reduced amounts of text) | 2023-2024 |
| To move to an easier-to-use online learning platform for homework and assignments | 2023-2024 |

The policy was agreed in July 2023. The next review will be in **July 2024**.