



Accessibility Plan 2021 - 2024

COVID-19 STATEMENT

Areas of the plan that require students to work in proximity (e.g. Swimming Pool) will be subject to Covid-19 restrictions until such time as clear government guidance is available. This may impact on timescales, which have not been altered at this stage. Any improvements to the school fabric will also be subject to social distancing rules while these are still in place. Timescales will be affected and will be reset by the Accessibility Working Party at future meetings as appropriate.

ETHOS AND AIMS

Northampton High School ('the school') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the school.

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to ISI Regulatory Standard 2 Description Schedule 10 3. (2):

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

HOW THE PLAN IS CONSTRUCTED

The School SLT is responsible for reviewing the accessibility policy. Terms of reference with regard to the accessibility policy are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled

2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEN and disability policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's SLT have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extracurricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

HOW THE PLAN IS REVIEWED AND MONITORED

The school SLT reviews the accessibility plan annually. The school Accessibility Committee meets at least twice annually and feedback any concerns or recommendations to SLT. The school H&S committee has accessibility as a standing agenda item and any issues with physical access can be raised at this termly meeting. The Premises Manager is responsible for the Access Audit and management of any actions arising from the Access Audit.

The plan should be read in conjunction with the school's Admissions Policy and Special Educational Needs and Disability Policy. The school last undertook a full access audit review in February 2014 and this will be taken into account when any building modifications are planned. The Premises Manager monitors progress against the access audit.

Improving access to the physical environment (DFO/Premises manager)

	Targets	Action and Resource Required	Timescales	People	Evidence of Implementation
Short Term	Carpet replacements	Provide colour contrast for stair nosings and on gradients whenever replacement carpets are installed	Ongoing	GDST project	Clear marking of step
Medium Term	Ensure that Senior and Junior School Entrances are DDA compliant	replacement of doors and access systems	3 years – subject to funding		
Long Term	Upgrade and refurbishment of Senior Hall Provide lift to first floor of Sports Centre Provide disabled access WC to main school reception area Provide additional disabled car parking bays near to the Senior Hall	Designated space for wheelchair users to view performances Improvement to access doors both to the hall and to the building entrance. Subject to Enterprises funding Part of refurbishment project for senior school entrance Requires significant landscaping	5 yr - subject to funding 5 yr - subject to funding 5 yr - subject to funding 5 yr - subject to funding	GDST project (dependent on funding) School Enterprises project School Enterprises project School project	Physical evidence in all cases

Improving access to the curriculum (DHA/LEC/DHoJS)

	Targets	Action and Resource Required	Timescales	People	Evidence of Implementation
Short Term	<p>Further development of online working on Google platform</p> <p>Suitable additional software priced and available as needed</p> <p>Develop the quality of support available to teachers to support EAL learners across the school, to include meetings/training</p> <p>Screening and assessment of pupils more effective and rigorous to ensure no undue influence</p>	<p>Training for cloud-based resources such as google classroom etc. Annually via CPD programme</p> <p>Identification of suitable software completed</p> <p>LEC runs 'roadshow' training in faculties/junior school</p> <p>Support for teachers via CPDL training</p>	<p>Ongoing</p> <p>2021-22</p> <p>Ongoing</p> <p>2021-23</p>	<p>SCT, AH, DHA,</p> <p>LEC/JS SEND</p> <p>DHA, AH, LEC</p> <p>LEC / DHPC / DHA</p>	<p>Improved resources</p> <p>SEND data is clear and rationale for support is in place</p> <p>Referrals have clear processes for implementation of support</p>
Medium Term	<p>Develop training to ensure all teachers are able to identify and teach pupils with SEND or learning difficulties as well as other learning needs in all classes (for example, low, middle and high achievers or those with particular talents in certain areas) in the manner most appropriate to fully access curriculum</p>	<p>Teacher induction and CPDL sessions, provided throughout the year provide teachers with ideas for developing practice within the classroom.</p> <p>Develop individual faculty/JS policies SEND requirements will be supported after internal assessment</p> <p>Develop a range of activities in Enrichment</p>	<p>Ongoing</p> <p>2021-22</p> <p>Ongoing</p> <p>2021-23</p>	<p>SCT, AH, DHA, HoJS</p> <p>DHA, HOFs, HoJS</p>	<p>Evidence that achievement of different groups is excellent as seen in EQ processes and via school SEF</p> <p>REC programme rich and varied and more formal tracking of pupils is being implemented in 2019-20</p>

		curriculum / JS clubs etc. that offer stretch and challenge to those who may have the potential to excel in all areas of school life. Ensure SOCS used effectively to monitor and track uptake of cocurricular		DHPCG/DHA	via SOCS Training needs to be defined and supported by DHPCG Development of programme in younger years to be discussed
Long Term	Review categories for SEND support and for all pupils will specific learning requirements in light of best practice and with regard to baseline data	Enhance individual pupil information records to include year by year updates of relevant data. Develop banks of resources within faculties to support different learning needs and to help teachers to provide the best approaches based on evidence of success	3-5 year project to enable data to be gathered Over 3 years and onwards once in place	AH/DHA/LEC HOFs/JS	Individual pupil records in place and updated annually – reviewed by DHA/HM Varied and relevant resources in each part of the school available

Improving access to information (DMA/Registrar)

	Targets	Action and Resource Required	Timescales	People	Evidence of Implementation
Short Term	Comments/feedback via social media and digital channels. Devise a plan to ensure all comments/feedback is received and acted upon in a timely manner, as it would be via more embedded channels.	Assess the situation and devise a working plan to ensure the comments/feedback are captured and responded to, with any required changes to processes, systems or information (within team)	Ongoing Summer 2018	AWL	Effective mechanism to collect any incoming activity, safeguarding reputation and delivering high levels of customer

					service Noted as risk factor and sites carefully monitored
Medium Term	<p>Review access to documents to be available to those with disabilities, e.g. font size and layout.</p> <p>Consider specific information to be available digitally in hard copy regarding additional needs, and agree how this is best communicated consistently.</p>	<p>Agree which information would be important to access; consult with other schools to see what might be required; survey requests received in past years; itemise requirements and build implementation plan for each requirement; be open to revise requirements according to need</p> <p>An accessibility policy and working document on additional needs to be available as part of the admissions materials</p>	<p>2018-2019</p> <p>2018-2019</p>	<p>WL/AOD/HRI</p> <p>AWL/AOD/HRI</p>	<p>Information is freely available and accessible</p> <p>Information is freely available and accessible</p>

Long Term	<p>Curate a plan as 'best practice' to be implemented across all channels:</p> <p>Availability of written information in alternative formats when specifically requested.</p> <p>Accessibility of information for parents with English as an Additional Language.</p>	<p>Consult with other schools and prospective parent base to agree what might be required (frequency and range), to inform plan</p> <p>The school will review formats likely to be required; a plan to be compiled to make these available on school website – particularly for new parents to the school</p> <p>The school will review EAL requirements for school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language</p>	2018-2021	AWL/HST/AOD	<p>Information is available and used by a range of prospective parents, to their satisfaction</p> <p>All international pupils currently come through Gateway who take care of EAL accessibility issues</p>

Reviewed March 2021
By Henry Rickman DHA