



# Melland High School Accessibility Policy

This is a Melland High School Policy

**Ratified by Governing Body:** *March 2023*

**Reviewed:**

**Next Review Date:** *January 2026*



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High School**  
Bright Futures EDUCATIONAL TRUST



## **Melland High School Accessibility Policy 2023-2026**

### **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

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 Melland High School:-**

We have high expectations of all pupils

We are an inclusive school and we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs and / disabilities
- More able children
- Vulnerable children

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.



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.

The accessibility plan will be published on the school's website and has the following main aims:-

- Increased access to the curriculum for pupils with a disability
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, facilities and services provided.
- To improve the availability of accessible information to pupils with a disability.

### **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.

### **Participation in the Curriculum**

At Melland High School all pupils have access to a full, broad and balanced curriculum and the school is committed to overcoming potential barriers to learning for pupils with a disability.

The Academy provides resources, auxiliary aids and equipment and support to ensure that pupils are fully able to access the curriculum. Pupils with a disability are able to fully participate in out of school visits, after-school clubs and cultural activities. The school also seeks and follows advice on the provision of resources, aids and support, from the BFET Educational Psychologists, specialist teachers, Therapists and Health Professionals.

Support staff are deployed according to individual pupil's needs. Training is given to all staff to teach and support pupils with a disability.

### **Physical Environment of the School**



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The Academy has taken account of the needs of pupils and other users with physical difficulties and sensory impairments.

Melland High School is a Specialist Support High School and part of the Bright Futures Educational Trust.

Within the main school building there are wide corridors providing good disabled access to all ground floor and first floor areas.

There is a lowered desk in reception to provide easy access for visitors in wheelchairs. All rooms have good access from the main corridor, and ground floor rooms also have access to outside spaces.

There are disabled toilets on the main corridors, on both floors. Melland High School will make reasonable adjustments to enhance access to the main building in line with current regulations.

### **Availability of Accessible Information**

The Academy is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

### **Linked Policies**

This Plan will contribute to the review and revision of related Academy documents and policies including:

- School Improvement Plan
- SEND Policy
- Single Equality Policy
- Teaching and Learning Policies

At Melland High School we will endeavour to make reasonable adjustments to aid a prospective, or existing, pupil or member of staff, which might include:

- Allocating ground floor classrooms wherever possible
- Installing specialist resources such as chairs.



## Accessibility Plan 2023 - 2026

Aim	Action	Timescale / Success Criteria
<b>Curriculum</b>		
Access full curriculum	Ensure all pupils have access to all areas of the curriculum. Risk assessments and safe moving and handling plans are in place for all pupils for whom it is appropriate.	Moving and handling plans are written and updated as appropriate. Staff are trained, assessed and monitored in moving and handling procedures. Risk assessments, behaviour plans, hydrotherapy swim plans and medical risk assessments are completed.
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible. Teachers to complete risk assessments, detailing suitable provision for all children.	Risk assessments for all educational visits and activities are completed and reviewed as necessary.
<b>Physical environment</b>		



Classrooms	Ensure appropriate equipment is available such as suitable desk/table.	Equipment is purchased, where financially viable as required or recommended on EHCP's.
Lifts	There are 2 lifts in operation. Plans are in place should both lifts be unavailable.	Staff training.
Toilet facilities	Disabled toilets are clearly marked and door widths adequate for wheelchair access. Alarm cord installed and staff aware of procedures if this is pulled.	These requirements are met when adaptations / building works are undertaken.
Ensure all disabled adults and children can be safely evacuated	Ensure there is an up to date emergency evacuation plan for all disabled pupils.  Ensure all staff are aware of their responsibilities in evacuation.	MHS induction training and certified Fire Marshall training.
<b>Written information</b>		



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<p>Provision of information in a range of formats</p>	<p>Review information to parents/carers to ensure it is accessible to all.</p> <p>Provide information and letters in clear print and clear language.</p> <p>The school office will sign post parents and carers to services who will support them in the completion of forms.</p> <p>Information available in some languages, or bilingual staff to speak directly to parents/carers.</p> <p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>As detailed in the schools Single Equality action plan.</p> <p>MHS will ensure the appropriate use of interpreters as and when required.</p>
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### **Monitoring Arrangements**

The school will review its accessibility policy every 3 years with governors, staff, parents and pupils, but it may be reviewed and updated more frequently if necessary.

It will be approved by the Melland High School local governing body.