Greater Manchester Education Trust

EQUALITY POLICY

V1.2

Approval History

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Revision History

Revision Date	Previous Revision Date	Summary of Changes	Owner/Editor
June 2026	March 2024	Equality Objectives wording updated to reflect the statutory four-year cycle. School Equality Objectives aligned to 2023–2027. Accessibility Plan wording clarified to reflect ongoing monitoring and review, with data contextualised to the point at which plans were produced.	Director of People

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1.0 INTRODUCTION

The Greater Manchester Education Trust is committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the Trust, irrespective of race, gender, sexuality, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the Trust feel welcomed, valued and supported to fulfil their potential irrespective of their potential or personal characteristics.

We believe it is our duty under the Equality Act 2010 to minimise any distress and disruption to any member of our school community regardless of personal characteristics. We also recognise that some of these characteristics are designated as protected under UK law. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At the Greater Manchester Education Trust, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our community. The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of the following characteristics:

- Age
- Disability
- Race, colour, nationality, ethnic or national origin
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership (for employees)

We are further committed to the development of cohesive communities both within our schools' physical boundaries and within our local, national and global environments. Our schools embrace the aim of working together with others to improve children's educational and wellbeing outcomes as set out in the UN Convention on the Rights of the Child.

2.0 PURPOSE OF THE POLICY

The purpose of the Policy is to set out how our policies and practices have *due regard* to the Public Sector Equality Duty (April 2011) which requires all public organisations, including schools to:

- eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited under the Equality Act 2010
- advancing equality of opportunity between people who share a protected characteristic and people who do not

- fostering good relations between people who share a protected characteristic and those who do not
- consulting and involving those affected by inequality in the decisions your school or college takes to promote equality and eliminate discrimination - affected people could include parents, pupils, staff and members of the local community

It explains how we listen to and involve students, staff, governors, parents/carers and the community in achieving better outcomes for our children and young people.

3.0 OBJECTIVES

- To eliminate discrimination, harassment and victimisation

- To promote equality of access and opportunity within our school and within our wider community

- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins

- To foster good relationships through transparency of practice, timely and open communication, courageous conversations and a respectful curriculum

SPECIFIC DUTIES

In accordance with the specific duties, the Trust will:

- Publish information annually to demonstrate compliance with the Equality Duty
- Set Equality Objectives on a four-year cycle. The current objectives were established in 2023 and are reviewed annually to monitor progress. They will be updated at the end of the four-year cycle.
- Ensure schools review progress against their individual objectives each year.

All information must be published in a way that is accessible to the public

4.0 MAINSTREAMING EQUALITY INTO POLICY AND PRACTICE

As well as the specific objectives set out in this policy, the school operates equality of opportunity in its day-to-day practice in the following way:

5.0 TEACHING AND LEARNING

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students;
- Monitor achievement data by ethnicity, gender and disability and action any

gaps;

- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students.

6.0 ADMISSIONS AND EXCLUSIONS

Our admissions arrangements are fair and transparent, and do not discriminate on any of the *protected characteristics.*

Suspensions and exclusions will always be based on the Trust's Behaviour and Antibullying Policy. We will closely monitor suspensions and exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

7.0 EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to staff in the Greater Manchester Education Trust.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All appointments and promotions are made on the basis of merit and ability and in compliance with the law. All *protected characteristics* are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re- evaluating staff structures, to ensure decisions are free of discrimination. We are also concerned to ensure wherever possible that the personnel of the school reflect the diversity of our community.

8.0 EMPLOYER DUTIES

As an employer we endeavour to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, students, parents and visitors to the school and comply with reasonable requests relating to religious observance and practice.

We will ensure that all staff, both teaching and support, receive appropriate training

and are offered opportunities for professional development, both as individuals and as groups or teams.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention of staff;
- Monitoring of complaints or concerns including bullying and harassment;
- Review continued professional development opportunities for all staff;
- Proactive engagement with external agencies and awards that focus on the inclusion of all
- Policies that support the needs of staff
- Provide an employee assistance programme

Consultation and involvement

It is a requirement that the development of this policy and the objectives within it have been informed by the input from a range of stakeholders. We have achieved this by using the following:

- Input from Trust wide staff surveys or through staff meetings / INSET
- Feedback from whole school surveys that collect student voice on a range of topics
- Feedback at Academy Committee meetings.

9.0 ROLES AND RESPONSIBILITIES The Role of the Trust Board

- To review and publish the Equality Policy and Equality Objectives every 4 years
- To ensure this policy is implemented and monitored effectively in Trust schools

The role of the Chief Executive Officer

- To work with the Academy Headteachers and wider Trust Executive Team to implement and monitor the policy in the Trust schools
- To report to the Trust Board on the implementation and impact of this policy

The role of Local Academy Committee Governors

- Designate a Governor with specific responsibility to oversee compliance with the Equality Policy within their Academy
- Ensure that any appropriate objectives arising from the policy are part of the School Improvement Plan
- Support the Academy Headteacher in the implementation of any actions necessary
- Engage with parents and partner agencies about the School Accessibility Plan as appropriate
- Review the Academy Accessibility Plan annually
- Take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and students.

The role of the Academy Headteacher

- To implement the Trust's Equality Policy and is supported by the Academy Committee in doing so.
- To maintain and review the Accessibility Plan, typically on a three-year cycle, with regular monitoring of progress.
- To ensure that all staff are aware of the Equality Policy and that all staff apply these guidelines fairly in all situations.
- To ensure that all recruitment and selection processes give due regard to this policy, so that no-one is discriminated against in respect of employment or training opportunities.
- To promotes the principle of equal opportunity when developing the curriculum and promote respect for other people and equal opportunities to participate in all aspects of school life.
- To treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness
- To ensure that the Academy environment positively reflects all members of the school community and seeks to challenge stereotypical portrayals of groups
- To ensure that it is clear to students and staff how they report incidents

The role of all staff:

- To maintain awareness of the Trust's Equality Policy
- To endeavour to ensure that all members of the school and Trust community are treated fairly, equally and with respect
- To endeavour to ensure that all curriculum and student facing material that gives positive images based on race, gender, sexual orientation, transgender identity and disability, and challenges stereotypical images.
- To challenge any incidents of prejudice, racism, sexism, transphobia or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- To ensure that all visitors to the schools, including parents and carers, understand that they are expected to support our commitment to equalities and comply with the duties set out in this policy.

We will provide training and guidance for Equalities for all staff new to the school as part of the induction procedure. Schools will also provide ongoing CPD to staff regarding aspects of equality in schools e.g. Citizenship/PSHRE delivery training.

10.0 TACKLING DISCRIMINATION

Harassment on any of the *protected characteristics* is unacceptable and is not tolerated within the school environment.

- All staff are expected to report any discriminatory incidents that may occur as the per the school reporting processes. Racist, sexist, homophobic or any transphobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a Middle Leader /Senior

Leader/ Academy Headteacher where necessary. All incidents are reported to the Academy Headteacher and racist incidents are reported to the Trust Board on a termly basis.

- To identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

What is a discriminatory incident?

Harassment on grounds of any of the *protected characteristics* can take many forms including verbal or physical abuse, name calling, exclusion from groups and activities, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the McPherson Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes related to any of the protected characteristics
- Racist, sexist, homophobic, transphobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation and other protected characteristics
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

The procedure for reporting a racist incident is followed in the Trust to report racist incidents. * see Appendix 2

Review of progress and impact

The policy has been agreed by our Trust Board. We have a rolling programme for reviewing our policies and their impact. In line with legislative requirements, we will review progress against our Equality Objectives annually and review the entire policy and accompanying action plan on a three-year cycle.

We make regular assessments of students' learning and use this information to track

student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

11.0 PUBLISHING THE POLICY

This Equality Policy along with the Equality Objectives (*see Appendix 2) is available:

- On the school website
- As a paper copy from HR staff in school
- As an electronic copy shared with staff
- Linked to the staff handbook
- As part of our Induction for new staff.

APPENDIX 1

PROCEDURES FOR RESPONDING TO RACIST BEHAVIOUR IN SCHOOL

Challenge all racist behaviour immediately and sensitively

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Remain calm and objective – be aware of personal prejudice

→ Involve Head of House/Pastoral Manager/SLT, as soon as possible, or as and when appropriate.

Find a quiet place for the conversation, away from a student 'audience' and interruptions.

Talk through the incident with both parties.

Remind student(s) that racist behaviour is any behaviour which is perceived to be racist by the victim or any other person.

Listen to each student actively, giving full attention and keeping an open mind.

Make clear to both sides that action is to be taken.

Give full support to the victim.

Make it clear to the perpetrator why the behaviour was unacceptable – address any ignorance and misunderstanding positively.

If appropriate inform the Police

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Record the incident on the SIMS behaviour system where a student/students are perpetrators

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Take appropriate follow up action

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Ensure that other students and members of staff are informed, as considered appropriate

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Make sure others understand why the behaviour was considered wrong and the consequences

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The outcome should be reported and followed through

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Ensure that perpetrators are counselled and understand what they have done

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Ensure that the Academy Headteacher and Chair of Governors are fully informed and have evidence of a formal audit trail

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Make sure that parents/carers of both parties are informed of the incident and outcome, as considered appropriate

EQUALITY OBJECTIVES 2023–2027

Equality Strand	Action	How will the impact of the action be monitored?	Responsibility for implementing	What are the time frames	Early success indicators
All	Continue to record and analyse all incidents of bullying by race, gender, sexual orientation, disability and religion	Data will be used to assess the school's response to behaviour incidents	MDE	Ongoing	Incidents of bullying by race/gender/disability/sexual orientation/religion are reduced
All	Ensure that all students are given opportunities to engage in extracurricular offer, trips and visits outside school to enhance confidence, social skills and cultural capital.	Data will be used to ensure equality of access and plan to address any inequalities found will be implemented.	AMO and MDE	Ongoing	Increased participation in extracurricular activities, trips and visits with proportionate representation of all vulnerable groups.
Community Cohesion	Involve local community groups in school life. Invite targeted groups into school for informal events. –SEND and EAL parental forum, support group and information evening	Feedback from parents and attendance to groups Tracking of parent/carer interactions with school at parent/carer evenings.	AMT and MDE	Ongoing	Increased attendance at SEND/EAL parental support groups. Reducing the numbers of non-contact with parents
All	Promote an awareness of social cohesion and diversity issues	Form Time Activity Programme Personal Development Curriculum including focus days.	AMO and ARE	Ongoing	Increased confidence in students and reduction in incidents of hate crime and negative behaviours.

All	Promote the emotional resilience and positive mental wellbeing of our students through curriculum opportunities and additional targeted support – eg. Counselling sessions for students needing support with their mental health and wellbeing	Development of Personal Development resources and opportunities to promote positive wellbeing, mental health and emotional resilience. Students engaging with the IThrive and emotional health and wellbeing offer and support.	AMO and ARE	Ongoing	Students demonstrate agency and increased resilience and are able to become independent life long learners.
All	Use school calendar to identify and promote months, weeks and days of celebration that focus on a specific group. E.g. BHM, LGBTQ+ months and religious festivals.	Through QA of PD curriculum, assemblies, and additional activities. Through staff and student voice.	MDE and AMO	Ongoing	Students and staff demonstrate greater understanding and increased levels of tolerance.
All	The school council will contribute to the content of the PD programme. Eg to include more activities that enable greater understanding of ableism.		MDE and AMO	Ongoing	Students and staff demonstrate greater understanding and increased levels of tolerance.

EQUALITY OBJECTIVES 2023–2027

Equality Strand	Action	How will the impact of the action be monitored?	Responsibility for implementing	What are the time frames	Early success indicators	Impact review June 2026 *Data is from 2025 results 2026 predictions Trust pastoral sheet
All	Continue to record and analyse all incidents of bullying by race, gender, sexual orientation, disability and religion	Regular assemblies and PDC information on Equality- linked to community value Analysis of data on a half termly basis	ER/MD	Ongoing	Incidents of bullying by race/gender/disability/sexual orientation/religion are reduced	Incidents of bullying, racism and sexism have reduced this academic year. Schol has focused on language choices
All	Increase participation of SEND	Monitor attendance at extra-curricular activities	KC/MD	Ongoing	Increased attendance at SEND at extra-curricular subjects	Due to the change in the school day fewer students are engaging in lunch time clubs- this will be a focus for next year
All	Ensure students eligible for the Pupil Premium and SEND attain at least as well as other students nationally	Curriculum offer IAG extra guidance Review screenings at different levels	EB/EF/MS	Ongoing	Decreases in number of behaviour incidents Progress Gap closer at screenings	Overall reduction in suspensions this year but SEND and PP are still slightly higher than non-PP/SEND PP and NP attainment gapo

						closed in 2025 and is set to reduce again in 2026. SEND attainment increased 4 year in a row
All	Support learners to develop their character and help them know how to keep physically and mentally healthy	Development of personal development resources - revisit PSHE resources and MHWB in assemblies Student leadership Work with external partners	ER/KC	Ongoing	Student voice positive responses	PDMC curriculum has been updated Reduction in the number of students accessing MHWB support- still has a high profile this year Increase in opportunities this year with Go Live and PWC work experience. New PE nurture group for year 10 to engage students

EQUALITY OBJECTIVES 2023–2027

Equality Strand	Action	How will the impact of the action be monitored?	Responsibility for implementing	What are the time frames	Early success indicators
All	Continue to record and analyse all incidents of bullying by race, gender, sexual orientation, disability and religion	Data will be used to assess the school's response to behaviour incidents	GHO	Ongoing	Incidents of bullying by race/gender/disability/sexual orientation/religion are reduced Particular focus area for KS3. KS3 account for 75% of all reported incidents, June 2026.
Community Cohesion	Involve local community groups in school life – SEND Parental Forum, support group and information evening	Feedback from parents and attendance to groups	RMO/HIN	Ongoing	Increased attendance at SEND parental support group. Engagement with the local offer.
All	Promote an awareness of social cohesion and diversity issues	Form Time Activity Programme Personal Development Curriculum offer Going the Extra Mile Curriculum offer e.g., Diversity Week	SLO	Ongoing	Increased confidence in students and reduction in incidents of hate crime
All	Promote the emotional resilience and positive mental wellbeing of our students through curriculum opportunities and the iThrive programme for students needing support with their mental health and wellbeing	Development of personal development resources and opportunities to promote positive wellbeing, mental health and emotional resilience. Students engaging with the IThrive programme.	SLO/RMO	Ongoing	Students demonstrate agency and increased resilience and are able to become independent lifelong learners. 94 students referred for iThrive support as of

					June 2026.

EQUALITY OBJECTIVES 2023–2027

Equality Strand	Action	How will the impact of the action be monitored?	Responsibility for implementing	What are the time frames	Early success indicators
All	Continue to record and analyse all incidents of bullying by race, gender, sexual orientation, disability and religion	Data will be used to assess the school's response to behaviour incidents	MCO	Ongoing	Early and better identification. Follow up and support in place following any incidents. EDI ambassadors working with students
All	Ensure that all students are given opportunities to engage in extracurricular offer, trips and visits outside school to enhance confidence, social skills and cultural capital.	Tracking of engagement opportunities in extracurricular and trips and visits.	OBA	Ongoing	Identified individuals who have not engaged in trips and visits targeted to support engagement.
Community Cohesion	Involve local community groups in school life – SEND and EAL parental forum, support group and information evening	Feedback from parents and attendance to groups Tracking of parent/carer interactions with school at parent/carer evenings.	SZA/KRO/CPL/ SPK	Ongoing	SEND and neurodiverse parental forums established. Good attendance at parents evenings with additional opportunities to speak with SENCO and pastoral leads.

All	Promote an awareness of social cohesion and diversity issues	Form Time Activity Programme Personal Development Curriculum and Personal Development Days.	OBA	Ongoing	EDI Ambassadors working with students. Better identification of EDI issues. Follow up from pastoral and EDI Ambassadors to further support students.
All	Promote the emotional resilience and positive mental wellbeing of our students through curriculum opportunities and the iThrive programme for students needing support with their mental health and wellbeing	Development of Personal Development resources and opportunities to promote positive wellbeing, mental health and emotional resilience. Students engaging with the IThrive and emotional health and wellbeing offer and support.	OBA/MCO	Ongoing	Students have a better awareness of keeping themselves physically and mentally safe and well. Students know how to access support through well sign posted partners.

APPENDIX 6

Levenshulme High School Accessibility Plan

2023-2027

Levenshulme High School Accessibility Plan – 2023-2027

1.0 Vision Statement

2.0 Aims and Objectives

3.0 Contextual information

4.0 Current good practice

- Physical Environment
- Curriculum
- Information

5.0 Access Audit

6.0 Management, coordination and implementation

7.0 Accessibility Plan

1.0 Vision Statement

1.1 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

(a) They have a physical or mental impairment, and
(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Equality Act 2010 an Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. At Levenshulme High School the Plan will be monitored by the head teacher and evaluated by the relevant Governors' committee.

1.2 At Levenshulme High School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Levenshulme High School Accessibility Plan has been developed and drawn up based upon consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Levenshulme High School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the **physical environment** of the school,
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities;

1.3 Levenshulme High School is committed to providing an environment that enables full curriculum access that values and includes all pupils, 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 developing a culture of inclusion, support and awareness within the school.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour for Learning Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Equality Policy
- School Improvement Plan
- Special Educational Needs Policy and SEND Information report

This Accessibility Plan was established in 2023 and reflects the context and data available at that time.The actions set out within the plan are reviewed annually, with progress updates recorded to reflect the current position. Any data included should therefore be read as contextual to the original plan, with current priorities informed through ongoing review

1.5 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

2.0 Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils, Our objectives are detailed in the Action Plan below.

3.0 Contextual info

There are currently 139 students on the SEN register. Please see breakdown below.

Year 7	Year 8	Year 9	Year 10	Year 11	Total
19	35	32	31	22	139

Some students are categorised as having more than 1 SEN descriptor and have needs that fit into multiple categories. The table below captures the number of students with an identified need in each category – so the overall total is higher than in the table above.

	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
K1 Communication & Interaction	14	8	14	8	8	52
K2 Cognition & Learning	10	20	17	19	10	76

K3 Social, Emotional & Mental Health	6	9	8	10	2	35
K4 Sensory and/or Physical Needs	0	5	1	1	4	11
Grand Total	30	42	40	38	24	174

Three current members of staff are registered as disabled.

4.0 Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on entry to the school.

4.1 Physical Environment

The school has in place full disabled access to all its facilities and has ensured that such access has been maintained in its ongoing development of additional teaching spaces. Full access is also in place to all external parts of the school's site. The School has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users.

As has been best practice in the past, the school will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

4.2 Curriculum

The school already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The school will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

4.3 Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

5.0 Access Audit

5.1 The school consists of three two and three storey buildings, all of which have wide corridors and several access points from outside. The main Hall is on the first floor and is accessible via one of two lifts. There are 5 lifts in total which can accommodate a large wheelchair which are maintained on a regular basis through a service agreement with Kone. Access to the lifts is restricted and the appropriate staff and students are trained in the operation of the lift when relevant.

5.2 On-site car parking for staff and visitor includes six dedicated disabled parking bays. Each building has a ramped or flat entrance way and all entrances to the school have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception counter, this being fully accessible to wheelchair users. There are a number of disabled and accessible toilet facilities available. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. In the event of an emergency evacuation there are refuge areas for wheelchair users. Fire warden training in respect of emergency evacuation of people with limited mobility is completed on a regular basis.

6.0 Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

7.0 Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target	Strategies	Timescale	Responsibility	Outcomes
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of students and provide training for staff as needed.	Reviewed every half term	MDE/LDO	Staff are able to enable all children to access the curriculum.
To ensure that all children are able to access all out of school activities e.g. clubs, trips, and residential visits	Assess suitability of venues to ensure that they are accessible. Provide support where necessary for SEND students are on trips	Reviewed every half term	MDE/LDO	All SEND students have opportunities to attend trips and participate in clubs
To provide specialist equipment to promote participation in learning by all pupils.	Ensure that students have access to laptops/overlays/customised pens/introduce crick software	Reviewed every half term	MDE/LDO	All SEND students have access to relevant equipment so that they can access the curriculum

To provide effective support for all SEND students taking examinations	Access arrangements to be in place by relevant deadlines. Publicise details of students entitled to access arrangements to staff each year. Inform parents of access arrangements Review access arrangements each term.	Reviewed every half term	MDE/LDO	Relevant Access arrangements will be in place to ensure that SEND students can complete their exams

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Ongoing	MDE/LDO	Modifications will be made to the school building to improve access.

Aim 3: To improve the delivery of information to disabled pupils and parents.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	As needed	SLT/LDO	Written information will be provided in alternative formats as necessary.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Termly	SLT/LDO	Parents informed of children's progress.

APPENDIX 7

Parrs Wood High School

Accessibility Plan

Parrs Wood High School Accessibility Plan

1.0 Vision Statement

2.0 Aims and Objectives

3.0 Contextual information

4.1 Current good practice

- Physical Environment
- Curriculum
- Information

5.0 Access Audit

6.0 Management, coordination and implementation

7.0 Accessibility Plan

1.0 Vision Statement

1.1 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

(a) They have a physical or mental impairment, and
(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Equality Act 2010 an Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. At Parrs Wood High School the Plan will be monitored by the head teacher and evaluated by the relevant Governors' committee.

1.2 At Parrs Wood High School, we are committed to providing an education and ethos that positively promotes equality of opportunity and achievement for all our students. Our Governors and school staff are committed to removing any barriers, which would impede learning, development, continuity and participation within our school. We oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, gender, sexual orientation, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified.

Parrs Wood is an inclusive place, where everyone can feel safe. We promote the importance of acceptance, and this allows everyone to be who they are without the fear of judgement.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Parrs Wood High School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the **physical environment** of the school,
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities;

1.3 Parrs Wood High School is committed to providing an environment that enables full curriculum access that values and includes all pupils, 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 developing a culture of inclusion, support and awareness within the school.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Equality Policy
- School Improvement Plan
- Special Educational Needs Policy and SEN Information report

This Accessibility Plan was established in 2023 and reflects the context and data available at that time.The actions set out within the plan are reviewed annually, with progress updates recorded to reflect the current position. Any data included should therefore be read as contextual to the original plan, with current priorities informed through ongoing review

1.5 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

2.0 Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

Our objectives are detailed in the Action Plan below.

3.0 Contextual info

There are currently 273 students on the SEND register. Please see breakdown below.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
Cognition & Learning	8	19	11	8	10	1	2	59
Communication & Interaction	9	12	20	19	23	3	2	88

Sensory and/or Physical Needs	4	10	3	12	4	2	1	36
Social, Emotional and Mental Health	26	12	13	20	15	3	1	90
Grand Total	**47**	**53**	**47**	**59**	**52**	**9**	**6**	**273**

There are a number of staff who work at the school who would be classed under the equalities act around disabilities. The school have put in place accessible plans and peeps for anyone who needs them.

4.0 Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on entry to the school. We seek to ensure that our staff are fully trained and are supported in learning new ways to support our students or staff's disability or health condition.

4.1 Physical Environment

The School has in place full disabled access to all its facilities and has ensured that such access has been maintained in its ongoing development of additional teaching spaces. Full access is also in place to all external parts of the School's site. The School has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users.
As has been best practice in the past, the School will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

4.2 Curriculum

The School already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. Some of the ways in which the school provides a highly inclusive curriculum and learning environment is by, responding to views of the students and parents with SEND, providing visual timetables, focused teaching opportunities within a smaller group or on a one-to-one basis. As a school we endeavour to work closely with parents through the stages of the child's school life.

4.3 Information

The school strives to improve the delivery of written information to pupils, staff, parents and visitors with disabilities, including handouts, timetables, textbooks and information about the school and school events. The information is made available in various preferred formats within a reasonable time frame. The school website contains all of the information available to parents and students which is required. Technology is handed out to students and staff who need additional support in order to achieve a quality of education and access their learning.

5.0 Access Audit

5.1 The school consists of five buildings across the site, it has one three storey building, one four storey building and three two storey buildings, all of which have wide enough corridors to accommodate the number of students and staff and have several access points for each building from outside. The main school canteen is located within our sports centre on ground floor level and is easily accessible. There are 5 lifts in total which can accommodate a large wheelchair which are maintained on a regular basis through service agreements with Schindler, Stannah lifts and Nova lifts, there is no access restrictions to the lifts and our site staff are suitably trained in the operation of the lift when relevant.

5.2 On-site car parking for staff and visitor includes seven dedicated disabled parking bays. Each building has a ramped or flat entrance way and most entrances to the school have wide double doors fitted, except for our reroute building and the music building which have single doors however a wheelchair can still access the building. The main entrance features a secure lobby with a reception area with a hearing loop if needed. There are several disabled and accessible toilet facilities available, across the majority of the buildings. All of these are fitted with a handrail, a pull emergency cord and a flashing sounder/beacon for anyone who is accessing the toilets and has either a hearing or sight impairment.

The school has internal emergency signage and escape routes are clearly marked. Each year group has their own assembly point for any fire evacuations. In the event of an emergency evacuation there are refuge areas for wheelchair users across the site and staff who work with students with disabilities are aware of their locations. Evac chairs are located within 3 buildings and are regularly checked and maintained by Evac Chairs. All staff have access to the fire evacuation procedures and fire action notices are displayed on the doors across all five buildings. Fire warden training in respect of emergency evacuation of people with limited mobility is completed on a regular basis.

6.0 Management, coordination and implementation

- We will consult with experts when new situations regarding pupils or staff with disabilities are experienced and continue to adequately support and manage staff training needs.

7.0 Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers and for students to access the curriculum and ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target	Strategies	Timescale	Responsibility	Outcomes
To review the school curriculum to ensure that it is accessible to all students of all levels and abilities.	Annual review of curriculum to be undertaken in SLT meetings.	Annually before the start of the first term	MAM	To have a robust and accessible curriculum to all students at all levels and provide them with the tools to achieve their academic goals.
To review locations of subjects to ensure that all students with disability needs can participate in the subject.	Review of locations of subjects to ensure students are able to experience all areas of the curriculum,	Reviewed annually before the start of the first term.	MAM	All students to be able to have access to each subject.
To provide adequate training in order to enable the school to meet the needs of a range of children with SEND needs.	SENCo to review the needs of students and provide training for staff as needed.	Reviewed every half term	CYD	Staff are able to enable all children to access the curriculum.
To ensure that all children are able to access all out of school activities e.g. clubs, trips, and residential visits	Assess suitability of venues to ensure that they are accessible. Provide support where necessary for SEND students so that they can attend trips.	Reviewed every half term	MAM/CYD	All SEND students have opportunities to attend trips and participate in clubs
To provide specialist equipment to promote participation in learning for all students.	Ensure that students have access to laptops/overlays and specialist equipment's such as lower counter tops in food technology.	Reviewed every half term	CYD	All SEND students have access to relevant equipment so that they can access the curriculum

To have all access arrangements in place to support SEND students who are undertaking their exams.	Access arrangements to be in place by relevant deadlines. Publicise details of students entitled to access arrangements to staff each year. Inform parents of access arrangements	Reviewed every half term	CYD	Relevant Access arrangements will be in place to ensure that SEND students can complete their exams

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that, where possible, students and staff can access the site both internal and external and reasonable adjustments are made when needed.	Audit of accessibility of school buildings and grounds to be reviewed regularly.	Ongoing	LM	Modifications will be made to the school building to improve access.
Signage to be reviewed to ensure that all signs are in capital and lower case lettering.	New signage to be ordered to replace existing signage where needed.	Every half term	LM	New signage to be displayed where needed.

Aim 3: To improve the delivery of information to disabled pupils and parents.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary, such as visual and audio.	As needed	MAM	Written information will be provided in alternative formats as necessary.

APPENDIX 8

The East Manchester Academy

Accessibility Plan

2023-2026

The East Manchester Academy Accessibility Plan – 2023 to 2027

1.0 Vision Statement

2.0 Aims and Objectives

3.0 Contextual information

4.2 Current good practice

- Physical Environment
- Curriculum
- Information

5.0 Access Audit

6.0 Management, coordination and implementation

7.0 Accessibility Plan

1.0 Vision Statement

1.1 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

(a) They have a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
Under the Equality Act 2010 an Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. At The East Manchester Academy the Plan will be monitored by the head teacher and evaluated by the relevant Governors' committee.

1.2 At The East Manchester Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The East Manchester Academy Accessibility Plan has been developed and drawn up based upon consultations with students, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The East Manchester Academy Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for students with a disability,
- Improve and maintain access to the **physical environment** of the school,
- Improve the delivery of written information to students, staff, parents and visitors with disabilities;

This Accessibility Plan was established in 2023 and reflects the context and data available at that time.The actions set out within the plan are reviewed annually, with

progress updates recorded to reflect the current position. Any data included should therefore be read as contextual to the original plan, with current priorities informed through ongoing review

1.3 The East Manchester Academy is 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 developing a culture of inclusion, support and awareness within the school.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Cooperating for Learning and for Life Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Equality Policy
- School Improvement Plan
- Special Educational Needs Policy and SEN Information report

1.5 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

2.0 Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for students with additional needs and disabilities,
- Improve and maintain access to the physical environment
- Improve the delivery of SEND intervention,

Our objectives are detailed in the Action Plan below.

3.0 Contextual info

There are currently 278 students on the SEN register at K level as of 02/06/2026:

	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Cognition & Learning	26	18	15	13	14	**86**
Communication & Interaction	24	22	8	12	3	**69**
Sensory and/or Physical Needs	1	3	1	2	6	**13**
Social, Emotional and Mental Health	24	23	12	29	22	**110**
Grand Total	**75**	**66**	**36**	**56**	**45**	**278**

There are 51 students with EHCPs:

	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Cognition & Learning	2	1	4	2	3	**12**
Communication & Interaction	7	7	2	4	2	**22**
Sensory and/or Physical Needs	0	0	0	1	0	**1**
Social, Emotional and Mental Health	3	6	1	2	4	**16**
Grand Total	**12**	**14**	**7**	**9**	**9**	**51**

4.0 Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on entry to the school.

4.1 Physical Environment

The academy has in place full disabled access to all its facilities and has ensured that such access has been maintained in its ongoing development of additional teaching spaces. Full access is also in place to all external parts of the academy's site. The academy has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users.

As has been best practice in the past, the academy will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

4.2 Curriculum

The academy already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The academy will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

4.3 Information

Different forms of communication are made available to enable all disabled students to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled students, parents and staff.

5.0 Access Audit

5.1 The school consists of a three-storey building which has wide corridors and several access points from outside. The hall is on the ground floor and is accessible to all. There are 2 lifts which can accommodate a large wheelchair which are maintained on a regular basis through a service agreement with Sheridan Lifts. Access to the lifts is restricted and the appropriate staff and students are trained in the operation of the lift when relevant.

5.2 On-site car parking for staff and visitor includes 11 dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are a number of disabled and accessible toilet facilities available. All these are fitted with a handrail and a pull emergency cord.

5.3 The school has internal emergency signage and escape routes are clearly marked. In the event of an emergency evacuation there are refuge areas for wheelchair users. Fire warden training in respect of emergency evacuation of people with limited mobility is completed on a regular basis.

6.0 Management, coordination and implementation

- We will consult with experts when new situations regarding students with disabilities are experienced.

7.0 Accessibility Plan

Aim 1: To increase the extent to which students can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with additional needs and or disabilities.

Target	Strategies	Timescale	Responsibility	Outcomes
To continue to train staff to enable them to meet the needs of children with a range of SEND needs.	SENCO to review the needs of students and provide training for staff as needed.	Reviewed every half term. Training delivered every fortnight through briefing and on INSET days.	RMO	Staff are able to enable all children to access the curriculum.
To ensure that all children are able to access all out of school activities e.g. clubs, trips, and residential visits	Assess suitability of venues to ensure that they are accessible. Provide support where necessary for SEND students on trips	Reviewed every half term	RMO	All SEND students have opportunities to attend trips and participate in extracurricular clubs
To provide specialist equipment to promote participation in learning by all students.	Ensure that students have access to laptops/overlays/customised pens/	Reviewed every half term	RMO	All SEND students have access to relevant equipment so that they can access the curriculum.
To provide effective support for all SEND students taking examinations	Access arrangements to be in place by relevant deadlines. Publicise details of students entitled to access arrangements to staff each year so that normal way of working is embedded within lessons. Inform parents of access arrangements Review access arrangements each term.	Reviewed every half term	RMO	Relevant Access arrangements will be in place to ensure that SEND students can complete their exams

Aim 2: To improve the physical environment of the school to increase the extent to which students can take advantage of education and associated services.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. Gender neutral toilets and changing facilities.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Ongoing	PHO/RMO	Modifications will be made to the school building to improve access.

Aim 3: To improve the delivery of information to the families of students with additional needs and or disabilities.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that all parents and other members of the school community can access information on SEND and inclusion.	Written information will be provided and in alternative formats as necessary.	As needed	RMO	Written information will be provided in alternative formats as necessary. Regular TAC meetings for students with SEND.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Termly	RMO	Parents are informed of children's progress.

APPENDIX 9

Whalley Range 11-18 High School Accessibility Plan

2023-2027

Whalley Range 11-18 High School Accessibility Plan – 2023-2027

1.0 Vision Statement

2.0 Aims and Objectives

3.0 Contextual information

4.3 Current good practice

- Physical Environment
- Curriculum
- Information

5.0 Access Audit

6.0 Management, coordination and implementation

7.0 Accessibility Plan

1.1 Vision Statement

1.2 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

(a) They have a physical or mental impairment, and
(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Equality Act 2010 an Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. At Whalley Range 11- 18 High School the Plan will be monitored by the head teacher and evaluated by the relevant Governors' committee.

1.3 At Whalley Range 11-18 High School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Whalley Range 11-18 High School Accessibility Plan has been developed and drawn up based upon consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Whalley Range 11-18 High School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the **physical environment** of the school,
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities;

1.4 Whalley Range 11-18 High School is committed to providing an environment that enables full curriculum access that values and includes all pupils, 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 developing a culture of inclusion, support and awareness within the school.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour for Learning Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Equality Policy
- School Development Plan
- Special Educational Needs & Disability Policy and SEND Information report

This Accessibility Plan was established in 2023 and reflects the context and data available at that time.The actions set out within the plan are reviewed annually, with progress updates recorded to reflect the current position. Any data included should therefore be read as contextual to the original plan, with current priorities informed through ongoing review

1.6 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

2.0 Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils. Our objectives are detailed in the Action Plan below.

3.0 Contextual information

There are currently 282 students on the SEND register. Please see breakdown below.

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**	**Year 13**	**Grand Total**
SEN Support	18	20	25	38	59	53	38	251
Education, Health and Care Plan	6	9	8	7	8	2	1	41
Grand Total	**24**	**29**	**33**	**45**	**67**	**55**	**39**	**292**

There are currently 41 students with Education, Health and Care Plans.

4.0 Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on entry to the school.

4.1 Physical Environment

The school has in place extensive disabled access to its facilities and has ensured that such access has been maintained in its ongoing development of additional teaching spaces. Full access is also in place to all external parts of the school's site. The school has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users.

As has been best practice in the past, the school will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes.

4.2 Curriculum

The school already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The school will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

4.3 Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

5.0 Access Audit

5.1 The school consists of a number of two and three storey buildings, most of which are internally linked. The width of the corridors is due to the age of the buildings and has several access points from outside. The hall is on the ground floor and is accessible to all. There are 3 lifts which are maintained and serviced on a regular basis through a service agreement with a reputable provider. Access to the lifts is restricted and the appropriate staff and students are trained in the operation of the lift when relevant.

5.2 On-site car parking for staff and visitor includes 18 dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are a number of disabled and accessible toilet facilities available. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. In

the event of an emergency evacuation there are refuge areas for wheelchair users. Fire warden training in respect of emergency evacuation of people with limited mobility is completed on a regular basis.

6.0 Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.

9.0 Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target	Strategies	Timescale	Responsibility	Outcomes
To continue to train staff to enable them to meet the needs of children with a range of SEND needs	SENCO to review the needs of students and provide training for staff as needed.	Reviewed every half term	SZA	Staff are able to enable all children to access the curriculum.
To ensure that all children are able to access all out of school activities e.g. clubs, trips, and residential visits	Assess suitability of venues to ensure that they are accessible. Provide support where necessary for SEND students are on trips. If appropriate generate a specific risk assessment for the child	Reviewed every half term	SZA	All SEND students have opportunities to attend trips and participate in clubs
To provide specialist equipment to promote participation in learning by all pupils.	Ensure that students have access to laptops/overlays/customised pens	Reviewed every half term	SZA	All SEND students have access to relevant equipment so that they can access the curriculum

To provide effective support for all SEND students taking examinations	Access arrangements to be in place by relevant deadlines. Publicise details of students entitled to access arrangements to staff each year. Inform parents of access arrangements Review access arrangements each term.	Reviewed every half term	SZA	Relevant Access arrangements will be in place to ensure that SEND students can complete their exams

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of Accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Ongoing	JMO/SZA	Modifications will be made to the school building to improve access.

Aim 3: To improve the delivery of information to the families of students with additional needs and or disabilities.

Target	Strategies	Timescale	Responsibility	Outcome
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	As needed	SZA	Written information will be provided in alternative formats as necessary.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Termly	SZA	Parents are informed of children's progress.