



LONGHILL

HIGH SCHOOL

Accessibility Policy and Plan

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Child Protection Policy and Procedures

SLT (I:), Policy Library, Longhill High School Policies (Ratified by Governors, June 2018)

Longhill High School Accessibility Policy and Plan

1. 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 according to their needs.

Our Vision - Aspiration/Determination/Success

Proud to be a community school, Longhill prepares young people for life. We support our students to grow into resilient, responsible, compassionate and ambitious individuals, equipped with the skills to achieve their dreams whilst with us, post-16 and well into their adulthood.

We see the whole person here at Longhill High School. Pupil's academic achievement and personal wellbeing are equally crucial to us. We want the best for each and every one of the children, families and staff that come through our doors and have a strong culture of support, challenge and care. Longhill High School is a truly comprehensive school, with a dynamic and committed staff that are united in their determination to make it a great school in which all our present and future students and staff can fulfil their potential.

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.

Longhill High School strives to offer a welcoming environment in which pupils thrive and want to do their best. We want all students to enjoy school, to be challenged to achieve their very best so that they can reach their full potential in life beyond school.

We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all students. The achievements, attitudes and well-being of all our students matter.

This plan is compliant with current legislation as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

2. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Areas of planning responsibilities

1. **Increasing access for disabled pupils to the school curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
2. **Improving access to the physical environment of schools** (this includes improvements to the physical environment of the school and physical aids to access education)

3. **Improving the delivery of written information to disabled pupils** (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Longhill High School offers a differentiated curriculum for all our pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>For example;</p> <ul style="list-style-type: none"> • Height adaptable classroom tables for wheelchairs • Laptops for those visually impaired with large font • A brail machine for the visually impaired <p>The schools SEN department is strength of the school.</p> <p>Targets are set effectively and are appropriate for with pupils with additional needs.</p>	<p>To review the needs of all of our pupils.</p>	<p>SENCO and the Learning Support Department to continue with their support</p>	<p>SENCO and the Learning Support Department</p>	<p>As and when required</p>	<p>Those on the SEN register continue to perform at or above national levels of progress.</p>

	<p>The curriculum is reviewed on an annual basis to ensure it meets the needs of all of the students.</p> <p>School trips are risk assessed for all pupils and one to one support is delivered where necessary to enable access to all.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The school was originally built in 1963. It has been extended throughout the years. To increase the school pupil numbers from 650 to 1350.</p> <p>The school has a number of floors that are served by 8 lifts. They are;</p> <ul style="list-style-type: none"> • New block • Longhill Sports Centre • Kitchens • T Block • A Block • B Block • Library – platform lift • Dance – platform lift <p>Brighton & Hove have added a number of ramps to help disabled users cope with changes in level including a ramp leading to the old gym rear entrance, a ramp leading to the rear of the library to allow escape in an emergency</p>	<p>All school lifts are maintained as required to maintain the existing access.</p> <p>The school will continue to lobby the local authority about these inaccessible areas of the school during the annual buildings inspections.</p> <p>The local authority have said no to these requests as alternative computer classrooms are available as well as computers in the accessible areas of the library.</p> <p>Eventually all areas of the school are accessible to all.</p>	<p>Ensure these inaccessible areas are recorded at each inspection.</p>	<p>School Business Manager and Premises Manager.</p>	<p>Annually</p>	<p>Concerns are recorded in the school’s annual buildings report.</p>

	<p>for wheelchair uses and a ramp leading to T block.</p> <p>The only levels that are not accessible for wheelchair users are:</p> <ul style="list-style-type: none">• Direct access to the old gym – this is accessible via the ramp at the back of the gym.• Access to the library mezzanine level computer class room.• Access to a small southern area of the library. <p>The school is served by 5 disabled parking spaces. They are:</p> <ul style="list-style-type: none">• 2 by the school reception• 2 by the Longhill Sports Centre entrance• 1 by the entrance to the school patio area. <p>The school has a number of disabled toilets. They are:</p> <ul style="list-style-type: none">• School Reception• Longhill Sports Centre 1• Longhill Sports Centre 2 with shower• Longhill Sports Centre 3 – being used as cleaning cupboard.					
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	<ul style="list-style-type: none"> • T Block ground floor – adapted with shower facilities • T Block Second Floor • A block opposite Headteacher office. 					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Longhill High School uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • British Sign Language Signers for parent evenings <p>Provide information and letters in clear print in “simple” English School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p>	<p>To improve information for pupils and parents with disability</p>	<p>As and when required</p>	<p>SENCO/SLT</p>	<p>As and when required</p>	<p>All needs are met.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Personnel and Finance Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy