

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
8225755



The Crossley Heath School

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ACCESSIBILITY PLAN

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ACCESSIBILITY PLAN

Responsibility: SENCo/Senior Leadership Team/Trustees
Reviewed: March 2022
Date for Review March 2025
3 yearly review

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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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Our school aims to treat all of our students fairly and with respect. This involves providing necessary adaptations and reasonable adjustments to allow access to opportunities for all students, without discrimination of any kind.

We believe that equality at our school should extend throughout all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At The Crossley Heath School, kindness is a core value and equality a fundamental principle for our interactions with all people irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the student is associated.

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 issues that impact on those with disabilities.

The school supports any available partnerships to develop and implement the plan.

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The Calderdale Council corporate plan lays out the borough wide aspirations for equality and inclusion and can be found using the link here [Corporate Plan | Calderdale Council](#)

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents/carers, staff and external agency specialists.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently when necessary. It will be reviewed by the SENCo, in collaboration with the Senior Leadership Team and approved by trustees.

4. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

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5. Action Plan

This plan sets out the objectives and actions, in accordance with the Equality Act 2010, to ensure that our school continues to strive towards achieving our aims (see section 1) towards improved inclusion and equality.

Aim 1: Increase access to the curriculum for students with a disability

Objectives	Actions to be taken	Person/s Responsible	Time Frame	Success Criteria
Ensure all staff are aware of students with additional needs.	Student passports and learning plans to be shared with all staff. Updates to be provided regularly. Cover/supply staff are advised effectively on individual student needs.	SENCo SENCo/Cover Coordinator/Class teacher	On-going	All staff aware of individual student access needs.
Ensure access to appropriate computer technology is available for students with disabilities.	SEND students to be issued with their own chrome book for use in lessons as their 'normal way of working'. Students who can benefit from assistive technologies, such as read aloud software, are given access to the necessary software	SENCo/SEN Manager/IT Manager	By February half term 2025	Students are able to demonstrate effective use of computer technology as their normal way of working and there is a positive impact on their progress.
Ongoing programme of staff training in disability	CPD training for all staff, on key areas of SEND, is a priority throughout the	SENCo/Assistant Head T&L	On-going	Staff have valuable opportunities for building knowledge and awareness of SEND, during INSET days and through the staff bulletin, and this

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awareness to reflect the diverse needs of the students within the school and anticipatory duties	year			positively impacts on their practice.
All lessons delivered reflect identified areas of need	Incorporate high quality teaching and adaptive teaching practices into all planning. Lesson observations/drop ins will continue to have a clear focus on SEND students along with other vulnerable groups.	All teachers SLT/SENCo/Line Managers	On-going	Evidence from teaching practice observations and student voice activities show clear targeted support and planning for identified students.
Students with physical disabilities are well supported to access the curriculum	Individual student needs will be reviewed regularly through the assess – plan – do - review process. Anticipated/identified barriers to curriculum access will be addressed and any necessary reasonable adaptations will be put in place to support full access to the curriculum	SENCo/SEND Team/Teachers/Parents and carers/specialist external agencies.	On-going	All students with disabilities have the necessary adaptations to access the full curriculum, including in practical activities such as PE, Art and Technology. The use of assistive aids, such as radio mics, visual aids and ergonomic tools, will be available to the student who need them.
Ensure that all students are able to access the extra-curricular activities of their choosing	A wide range of extra-curricular activities are made available that offer SEND students with opportunities to participate. Students are given	SENCo/SEND Team/Personal Development Coordinator/Staff leading activities	On-going	All SEND students take part in the extra-curricular activity programme.

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	access for all students	Site Manager		The school site better meets the needs of students and other community members who may have a visual impairment.
Ensure that all disabled students can be safely evacuated	Personal Emergency Evacuation Plans (PEEPS) are put in place for identified students and when necessary appropriate staff training is put in place to facilitate safe evacuation	Health Care Assistant/SENCo/Pastoral Leaders	On-going	All disabled students have a PEEP where necessary and they have a clear understanding of the content to allow for confident and safe evacuation procedures
Any future resource building or alterations to the current physical environment are sympathetic to students with disabilities, including those who are neurodiverse	Students with SEND, including those with neurodiversity, are able to contribute to discussions at the planning stage of new school buildings projects. SEND student group to contribute to discussions about probable/possible new building projects	SENCo/SEND Team/Site Manager SENCo/Head Teacher	On-going By February half term 2025	Students feel valued and included in decision making about changes to the physical school environment.
Provision/upgrades of accessible toilets	The suitability and condition of accessible toilets are kept under review and continue to be a priority for school improvement New students to the school, who may have identified personal care needs, have the introduction of additional	Site Manager/Cleaning Team/SENCo/Pastoral Team/Class Teachers SENCo/Site Manager	On-going As need arises	Students who need the provision of accessible toilets are content with their condition and are able to use them when identified individual need requires. Students with identified personal care needs are able to access the appropriate toilet facilities.

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	equipment (where reasonably implemented)			
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Aim 3: Improve the delivery of information to pupils with a disability

Objectives	Actions to be taken	Person/s Responsible	Time Frame	Success Criteria
Improve the delivery of written information for SEND students, so as to ensure best access and understanding	<p>Students will have their individual needs met through their SEND passport strategies/Learning Plan and the use of assistive technologies</p> <p>Emerging needs are identified through the graduated response and appropriate assessments and/or adaptations are introduced</p>	<p>SENCo/SEND Team/Class Teacher/Specialist external agencies</p> <p>All staff/SENCo/SEND Team</p>	On-going	<p>Students with SEND, such as those with visual impairments or neurodiversity, are provided with the necessary adaptations to better access written information (this may include, for example, enlarged font resources, the use of an iPad, coloured overlays or paper)</p> <p>These students acknowledge that the correct support is in place and feel supported.</p>
All staff are well informed and effective in delivering information to students with SEND or other individual needs	<p>Teaching staff continue to have training on effective/best practice in teaching and learning. This includes strategies for delivering information to students with SEND in the most appropriate way to support and maximise their learning.</p>	<p>Assistant Head T&L/SENCo/Specialist external agency/All teaching staff</p>	On-going	<p>Well informed teaching practice is evident during lessons and appropriate adaptations for improved information delivery for SEND students is seen.</p> <p>SEND students recognise the supportive adaptations that are put in place for them with regard to information processing (this may include things such as being given additional time to process, having 'chunked' information and progressive steps to break down larger texts or 1:1</p>

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	Support staff are made aware of the most supportive and appropriate ways to communicate with students who are autistic and put this into practice	SENCo/SEND Team/Pastoral Leaders/Support Staff		teacher intervention) Students who are autistic feel supported during unstructured time and gain a sense that the support staff at school understand their needs.