



Pedmore
High School
Aspire, Persevere, Succeed

Accessibility Plan

2024-2027



Pedmore
High School
Aspire, Persevere, Succeed

Part of

INVICTUS

Education Trust

Document Control and Version Control

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Our Mission, Vision and Values



Mission

'Excellence every day, unlimited ambition and transforming lives'



Vision

'To create a community of inclusive schools where people choose to learn with us, work with us and belong with us, so that everyone succeeds'



Values

- Respect
- Resilience
- Relationships

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Pedmore 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 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, which can be found on our website, 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 pupils, parents, staff and local academy committee members of the school.

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current Good Practice Include Established Practice, And Practice Under Development	Actions To Be Taken	Person Responsible	Date To Complete Actions By
1. Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Pedmore offers a differentiated curriculum for all pupils • Our curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is currently being reviewed to make sure it meets the needs of all pupils • We liaise with Primary school feeders to review intake • We establish close liaison with parents • We establish close liaison with outside agencies for pupils with ongoing health needs • We ensure full access to the curriculum for all pupil 	<ul style="list-style-type: none"> • Liaison with current/previous school and/or parents regarding any reasonable adjustments a pupil may require. • Regular examination of the needs of the current school population and the transition/admissions coordinator to raise any issues regarding future pupils. • Investigate TA flexibility to cover extra curriculum activities if needed. EHCP students will have access to additional support including 1:1 where appropriate. • Include as part of the induction programme for new staff SEND awareness and strategies for meeting the needs of all SEND pupils. • All staff aware of Student passport for those in their sets refer to strategies outlined. Copies of any SEND CPD certificates will be retained by school. • If required, plan timetable of lessons and rooms to meet the needs of SEND pupils. • All staff have regular CPD training with specific SEND Strategies. • Students in inclusion or on modified time table may require extra support or access to 	<p>HOY/SENDCO</p> <p>HOY/SENDCO</p> <p>SENDCO</p> <p>SLT/Line managers</p> <p>SENDCO/ SEND team</p> <p>SLT/SENDCO</p> <p>SLT/SENDCO</p>	<p>Sep 24</p> <p>Half termly</p> <p>Sep 24</p> <p>Sep 24/ Jan 25/ April 25</p> <p>Sep 24/ Jan 25/ April 25</p> <p>Ongoing throughout academic year</p> <p>Ongoing throughout academic year</p> <p>Ongoing throughout academic year</p> <p>Ongoing throughout academic year</p>

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		<p>alternative provision to meet needs of these pupils.</p> <ul style="list-style-type: none"> Any students in AP to be met and reviewed on a regular basis. The suitability of the provision is to be reviews. Ideally student will have an exit plan to reintegrate back to original education establishment where appropriate. 	<p>Pastoral Team</p> <p>Pastoral Team</p>	
<p>2. Improve and maintain access to the physical environment of the school</p>	<p>Ensures that any site redevelopments are DDA compliant.</p>	<ul style="list-style-type: none"> Keep under constant review the need for even surfaces within new and existing areas. To ensure each stairway are kept clear and students who have PIMIS, VI and HI are in place and regularly reviewed and assessed for PEEP (Personal Emergency Evacuation Plan) Maintain contrasting nosing on the edge of the tread on each step around school. Clear signage of evacuation procedures which can be made available upon request Ensure that school equipment can adjust in each classroom to meet the needs of the pupils Access to “The Hub” for SEND pupils and Inclusion Centre for pupils who require extra support. 	<p>Site Team</p> <p>All staff & Site Team</p> <p>Site Team</p> <p>Site Team</p> <p>Teaching staff</p> <p>SEND team</p>	<p>Ongoing throughout year</p> <p>Ongoing</p> <p>Ongoing</p> <p>Sep 24</p> <p>Ongoing throughout academic year</p> <p>Ongoing throughout academic year</p>

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3. Improve the delivery of information to pupils with a disability and their parents or carers	Weekly newsletter disseminated to parents.	<ul style="list-style-type: none">• Ensure adjustments made for parents to access school newsletters and information. Large print, audio formats made available upon request• Ensure adjustments made for pupils and parents to access homework if unable to access via Arbour, Homework information in alternative formats upon request• Staff follow policy and procedures when sharing information all trained in KCSIE and GDPR. Follow Invictus policy and procedures when sharing information with stakeholders adhering to KCSIE, GDPR – share information when necessary.	Tutors/SLT Tutors/SLT SENDCO All Staff	Ongoing throughout academic year Ongoing throughout academic year Ongoing throughout academic year
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Deputy CEO in collaboration with the contact, and approved by the Executive Team.

5. 5. Links with other policies

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

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