



LIFE Wirral Sports School ACCESSABILITY PLAN

This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School.

Document Details

Information Sharing Category	Public Domain
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Review / Update Date	01/09/2024
Responsible Area	Proprietor and Senior leadership team

Amendments:

Date	Amendment

In accordance with best practice and where appropriate regulatory requirements, it is our school policy to ensure that we supply:

- Full time supervised education for students of compulsory school age (construed in accordance with section 8 of the Education Act 1996, which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- Subject matter appropriate for the ages and aptitudes of students, including those students with an EHCP.
- Speaking, listening, literacy and numeracy skills.
- Personal, social and health education which reflects the school's aims and ethos.
- The opportunity for all students to learn and make progress.
- The promotion of fundamental British Values to all our students
- Adequate preparation of students for the opportunities, responsibilities and experiences of adult life.

Availability: This policy applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site and is inclusive of all staff (teaching, support and agency staff), students on placement, LIFE Wirral Sports School is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

contractors, the Chief Executive Officer, the Advisory Board and volunteers working in the school. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy being required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Monitoring and review:

- This document will be subject to continuous monitoring, refinement and audit by the Headteacher
- This policy was last reviewed agreed by the Advisory Board in September 2023 and will next be reviewed no later than September 2024 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Sarah Quilty
Headteacher

Alastair Saverimutto
Chief Executive Officer

LIFE Wirral Sports School's Strategy: Our strategy includes disabled pupils in a wider sense, including those with special educational needs, those with learning difficulties and disabilities and those with neurodevelopment differences. We do not treat disabled pupils less favourably and we take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education.

Welcoming and Preparing for Disabled Pupils: We are committed to providing an environment which values educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Where it is practicable the school is committed to providing reasonable adjustments to enable prospective pupils to take up a place at the school. We ask all applicants for admission to the school to disclose whether they have received any learning support, have had an educational psychologist's report in the last 12-14 months or have any disability or other condition of which the school should be aware. In assessing a pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

The Equality Act 2010 retains the previous definition of disability: 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'. This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their special educational needs and vice versa. 'Disabled pupils' for the purpose of the disability access plan refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'. We do not treat disabled pupils less favourably; We also take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

In producing this plan, the following Key Leaders have had input into the development of the plan:

- The CEO
- The Headteacher

Pupils are not discriminated against, paying particular regard to the protected characteristics set out in the Equality Act 2010 or of their cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. We take these factors into consideration, so that care is sensitive to different needs. This includes

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'minority groups'. The school embraces diversity and exhibits tolerance. All Equality Objectives are seeking to protect pupils identified by the **Nine Protected Characteristics (NPC)**: Race; Disability; Sex; Age; Religion or Belief; Sexual Orientation; Gender re-assignment; Pregnancy and Maternity and pupils who are linked by association

LIFE Wirral Sports School's Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. LIFE Wirral Sports 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. LIFE Wirral Sports School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe, anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

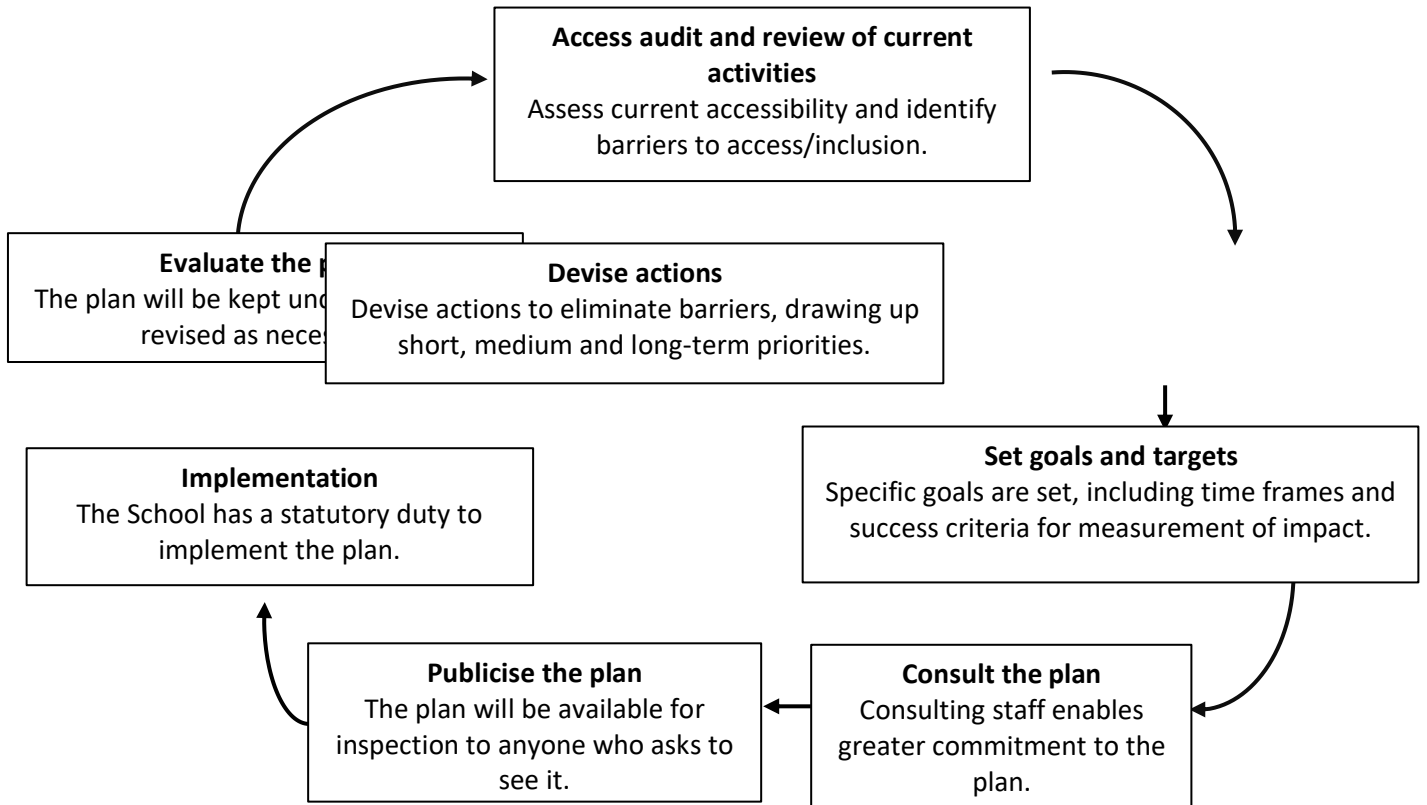
The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events;
- Ensure the information is made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by the school. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the on-going period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all the proprietorial committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Developing Our Accessibility Plan

The LIFE Wirral Sports School develops its accessibility plan in the following way:



Improving the Curriculum Access at LIFE Wirral Sports School					
Equality Objective	Action or Strategy Required	Success Criteria / Impact Statement	Costing and Resources	Timescale	Responsible Person and Date Completed
Planning of all out of school activities are completed in a method which allows for participation for the full range of children.	Individual Care Plan which enables pupils to go on all educational trips throughout the year. EpiPen training for staff. Allergy info initially sought/received, coordinated, and kept by the business administrator.	Out of school visits will be taken in inclusive environments where legislative requirements are in full compliance.		On-going	Headteacher
Ensure students can access ICT.	Investigate suitable resources to assess pupils' ICT needs.	Staff able to support pupils appropriately through their acquired knowledge of new software programmes		on-going	Headteacher
Health and Safety training for all staff as part of initial induction	All staff to complete training provided by Educare.	All staff will have completed training and be competent in health and safety practices.		On-going	Headteacher
All school staff ensure that all students with protected characteristics are supported within the school	Headteacher to ensure information is available and communicated to relevant staff regarding students with protected characteristics.	All staff are aware of students with protected characteristics	Staff Training Time	- Ongoing with every new intake of students	Headteacher

Equality Objective	Action or Strategy Require Required	Success Criteria / Impact Statement	Costing and Resources	Timescale	Responsible Person and Date Completed
Ensuring regulatory and best practice training is completed	Safeguarding training level 3 completed by designated safeguarding lead, deputy designated safeguarding lead, CEO and teachers. Prevent training, First aid including administration of medication also completed.	All staff having acquired appropriate knowledge and applied effectively		July 2021	Headteacher
Ensure effective SEND Provision is in place for students with additional needs.	Set up EHCP plans on Earwig to ensure all staff take responsibility for meeting EHCP needs. Employ appropriate therapy services	Report produced with established strengths and areas for development	Leadership time	July 2021	Headteacher
Pupils with Medical Conditions requiring daily treatment.	Ensure all staff are trained to the correct level in order to provide appropriate care Liaise with external Medical Agencies			July 2021	Headteacher
Improve access to remote learning for children with additional needs	Establish the current situation of digital devices amongst families. Ensure pupils have appropriate digital devices to use at home.	All pupils have smooth access to remote learning, that they can access independently.	IT Budget /Dependent on need On-going	July 2021	Headteacher
Equality Objective	Action or Strategy Require Required	Success Criteria / Impact Statement	Costing and Resources	Timescale	Responsible Person and Date Completed

To ensure the curriculum promotes the School's commitment to the Accessibility and Equality Plan.	Headteacher to review curriculum in relation to accessibility. Promote to parents through website. Curriculum and PSHEE schemes of work promote diversity and inclusion. Pupils with protected characteristics are monitored through assessment data.	All stakeholders aware of plan and actively consulted in it. Schemes of work annotated.	Leadership time	July 2021	Headteacher
Ensure effective provision for all pupils when on Off-site activities including residential	Monitor provision for students with disabilities on all residential visits including day, week or overseas trips. SLT to keep up to date with current regulations and to check website 'learning outside the classroom / OEAP'; information on specific students including nut allergy sufferers, asthmatics and diabetes to be disseminated by the Admin team to trip organisers and leaders; trip leaders to receive EpiPen training / diabetes / epilepsy. Blanket medical form which enables students to go on all educational trips throughout the year. Specific medical forms for trips abroad. Medical training for staff. Medical / specific needs as identified in Risk Assessments.	All pupils have the ability to undertake off-site and residential activities as much as is reasonably practical.	Leadership time	July 2021	Headteacher
Equality Objective	Action or Strategy Required	Success Criteria / Impact Statement	Costing and Resources	Timescale	Responsible Person and Date Completed

Ensuring medical information for specified children is clearly disseminated to required staff for school or off-site activities	Information on specific students including nut allergy sufferers, asthmatics and diabetes to be disseminated by senior first aider to trip organisers and leaders; trip leaders to receive EpiPen training. EpiPen training for staff. Review how is allergy info initially sought/received, coordinated, and who is in charge of keeping track. Liaison with parents to formulate action plans. Risk assessments carried out for the activity.	All students enjoy the same school experience.	To be determined	On-going	Headteacher
All EAL students receive additional support	Review provision for English as an Additional Language (EAL), identifying areas for development and appropriate next steps	All students have appropriate resources to allow full engagement in the curriculum	To be determined	July 2022	Headteacher
Review work in practical subjects (e.g. Creative arts and physical education) to ensure students with difficulties are properly catered for.	Headteacher will consider Syllabi to review accessibility to content within the lessons and make reasonable adjustments as appropriate.	Students with disabilities are supported in practical subjects with appropriate resources.	To be determined	July 2022	Headteacher
Develop Assessment materials to monitor students with difficulties writing at speed.	Additional Needs Coordinator to consider appropriate resources for assessments.	Students with poor handwriting speeds are quickly identified and supported appropriately.	To be determined	July 2022	Headteacher
Equality Objective	Action or Strategy Require Required	Success Criteria / Impact Statement	Costing and Resources	Timescale	Responsible Person and Date Completed

If a student was to require a hearing aid, the school will provide the teacher and student with a closed-circuit relay device which makes the lesson more approachable by the student.	Business Administrator to organise closed circuit relay devices as and if required.	All students can hear the teacher appropriately in lessons.	To be determined	If needed	Headteacher
Headteacher to ensure students with learning difficulties receive extra time to complete longer projects/assessments where appropriate	Headteacher to review procedures and ensure appropriate action is Implemented. Exam board requirements reviewed annually to ensure students who require additional time can be applied for, including practical exams.	Students receive extra time as appropriate to each students' need.	To be determined	July 2021	Headteacher
If a visually impaired student were to join the school, investigate alternative forms of written materials for.	Headteacher to investigate/seek external support as appropriate. Produce materials in large print / exam papers application if necessary	Students able to access all information	To be determined	July 2022	Headteacher
Introduce touch typing programme to assist students with poor hand writing or poor-coordination.	Headteacher to investigate resources with regard to Hand writing development	Students who require additional support for handwriting have additional resources.	To be determined	July 2022	Headteacher
Review Screening procedure on entry to ensure all students with learning difficulties are identified.	Completed on entry to school will help to identify learning difficulties/differences. Headteacher to monitor procedures and adjust as necessary. Gather reports from previous education setting.	Established clear screening methods for new students.	To be determined	On-going	Headteacher
Equality Objective	Action or Strategy Require Required	Success Criteria / Impact Statement	Costing and Resources	Timescale	Responsible Person and Date Completed

Improve ways for children to collect data / record their learning other than through written / typed approaches	Identify alternative methods of data collection and recording e.g. Dragon Dictation for iPad etc for students with disabilities	Students can use appropriate technology to collect/record data		Sept 2022	Headteacher
Health and Safety training for all staff as part of initial induction or as required	Set of training programmes through providers All staff to complete online or site-based training in Health and Safety Including Fire-safety. SEE TRAINING LOG IN APPENDIX 1	All staff will receive set package of H&S training which will equip them for working with students successfully	As per training provider	On-going	Headteacher
Develop staff CPD programme to ensure all staff and teaching assistants are able to identify and teach students with learning difficulties.	Headteacher to create a programme which can be delivered to support staff with teaching and learning for SEND students	Staff and teaching assistants have confidence in identifying and teaching students with SEND	To be determined	Sept 2022	Headteacher

Improving the Delivery of Written Information at LIFE Wirral Sports School					
Equality Objective	Action or Strategy Require Required	Success Criteria / Impact Statement	Costing and Resources	Timescale	Responsible Person and Date Completed
Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe	Staff who develop written information to consider the style of literature to meet the criteria of all school stakeholders, offering alternate provision, such as multiple languages as required. Ensure the school website is DDA compliant Look at alternative methods of producing information for students such as 'Podcasts' for students with visual impairments.	Every stakeholder able to access all information.		July 2022	Headteacher
Develop the accessibility of the school website	Review the visual quality and layout of the website to ensure that it is appropriate to those with visual impairments, offering a high/contrast setting amongst other accessibility settings.	Review completed Actions implemented	To be reviewed	July 2021	Headteacher
Establish a whole-school communication approach which has multiple points of access to relay important messages to parents and families.	Review current procedures and engage with parent community about what would be appropriate for them. Explore possible use of text-message system as an addition to Parent-mail.	Updated communication procedures, based on stakeholder feedback.	To be determined Parent focus group/ questionnaire	Sept 2022	Headteacher
Develop the use of Home-School Communication through technology	Review Home-School Communication Apps (E.g. Seesaw / Class Dojo / Tapestry) Evaluate accessibility of these apps Roll out the selected choice	Review Completed Home-School Communication software selected and parents informed.		July 2022	Headteacher

		Training provided where appropriate			
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Improving physical access within LIFE Wirral Sports School					
Equality Objective	Action or Strategy Required	Success Criteria / Impact Statement	Costing and Resources	Timescale	Responsible Person and Date Completed
Planning of all out of school activities are completed in a method which allows for participation for the full range of children	Individual Care Plan which enables pupils to go on all educational trips throughout the year. EpiPen training for staff. Allergy info initially sought/received, coordinated, and kept by Headteacher	Out of school visits will be taken in inclusive environments where legislative requirements are in full compliance	To be determined	On-going	Headteacher
Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;	Ensure access to the ground floor facilities for all students with protected characteristics and ensure adjustments made are reasonable and timely. Ensure ramped accesses ground floor.	Ground Floor fully accessible.	To be quoted for.	Sept 2022	Headteacher
Provision for a disabled toilet in a bathroom.	Ensure provision is made for access to a disabled toilet and showering facilities. (Intimate care)	Disabled Toilet facilities in place	To be quoted for.	Sept 2022	Headteacher

Improve access to second floor	Explore possibility of installing lift to access second floor Agree budget and put the contract out to tender.	Quotations received Site plans established		Jan 2023	Headteacher
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TABLE 1: TRAINING MODULES and STAFF TRAINING REQUIREMENTS

<u>List of Training Modules</u>	<u>Staff Training Requirements</u>
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<ol style="list-style-type: none"> 1. Safeguarding Child Protection; 2. Curriculum Intent/Implementation/Impact; 3. Fire Training; 4. Health and Safety Training; 5. Anti-Bullying Training; 6. Child Sexual Exploitation; 7. Use of Reasonable Force; 8. Risk Assessment; 9. Channel General Awareness; 10. First Aid at Work; 11. Safer Recruitment; 12. Food Hygiene & Safety; 13. First Aid; 14. Fire Marshall Training; 15. Female Genital Mutilation; 16. Communicating with your Teenager about Self Harm; 17. CSE; 18. Child Neglect; 19. FGM Higher Level; 20. Online Safety; 21. Prevent Bullying; 22. Awareness of Forced Marriages; 23. Prevent Duty; 24. Communicating with Impact; 25. Child Protection Sport; 26. Child Protection Refresher; 27. Advanced Inter Agency Child Protection 	<ul style="list-style-type: none"> • • Headteacher - 1 to 27 inclusive • SLT - 1, 2, 6, 7, 11, 16, 18, 19, 20, 21, 22, 23, 24, 26 & 27 • Safeguarding Team - 1, 2, 5, 6, 8, 9, 15, 16, 17, 18, 19, 20, 21, 22, 23, 26 & 27 • • Teaching Team - 1,2, 3, 4, 5, 6, 7, 8, 9, 13, 15, 16, 17, 18, 20, 21, 22, (also 25 where relevant) & 26 • Health and Safety & Maintenance Team - 1, 3, 4, 5, 8, 10, 13, 14 & 26 • Catering Team - 1, 3, 4, 5, 8, 9, 12, 13 & 26 • Administrative Team - 1, 2, 3, 4, 5, 8, 9, 13, 14 (where relevant), 20 & 26 • First Aid Officers - 1, 10, 16 & 26 • Governance Board - 1, 2, 5, 9, 11, 20 & 26
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