




Ulverston Victoria

High School

Accessibility Plan

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Statement of intent

This plan outlines how Ulverston Victoria High School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities.
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities.
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

1. Accessibility Action Plan

Increasing access to the curriculum

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
All teachers and support staff will continue to receive the necessary developmental training to meet the needs of all pupils across the curriculum.	<p>Continual training on Quality First Teaching practice where adaptive teaching is at the heart of all teaching practise.</p> <p>All staff will receive the necessary training to utilise Pupil Passports effectively in order fully know and understand the needs of the pupils.</p> <p>Provision mapping across each year group will identify what pupils will need intervention additional to and different from the universal offer.</p> <p>The Emerging Concerns form will be evaluated and developed to reflect a more thorough system of identification, and therefore support, throughout the school for all pupils. This will begin the APDR cycle.</p>	<p>UVHS 'strategies' toolkit created to support teachers in improving provision in the classroom.</p> <p>Support staff and teaching staff work collaboratively to better understand and meet the needs of students with SEND. Planning is therefore effective.</p> <p>Assessment informs teachers of gaps in progress at early stages and prompts early intervention.</p> <p>Future SEND needs are identified through assessment as early as possible so that pupils are supported in a timely and meaningful way.</p> <p>Training, communication and information is effective and equips all staff with the necessary knowledge of the needs of individuals.</p>	Ongoing throughout the year responding to gaps in knowledge and resource enhanced by forward planning for future cohort.		

	<p>Specialist equipment and seating used as identified through EHCPs and IHCPs.</p> <p>Additional training and resources sought from South Lakes Federation SEN group and Teaching and Learning Group.</p> <p>GL Assessment toolkit for supporting students to access the curriculum, and other baselining systems explored.</p>				
<p>Lessons to provide opportunities for all students to achieve.</p>	<p>Quality First Teaching (UVHS effective pedagogy guide) identifies adaptive teaching strategies needed for all students.</p> <p>Targeted intervention timetable with clear entrance and exit criteria for all interventions. Interventions will be research based, timely and quality assured.</p> <p>A culture of presence with purpose and drop-ins will be developed whereby staff regularly receive support and feedback for their teaching.</p>	<p>All teachers use the UVHS effective pedagogy guide to further improve provision in the classroom alongside the UVHS strategies toolkit.</p> <p>Teachers and support staff will adapt tasks to meet the needs of the students in the classroom.</p>	<p>Ongoing throughout the year responding to gaps in knowledge and provision.</p>		

	Use of regular summative and formative assessment to identify where support may be needed for teachers to improve quality first teaching and support students to achieve.				
School services continue to be accessible to all.	<p>Trips and visits planned around the needs of the cohort and adapted where necessary to ensure inclusion. A clear process for risk assessment writing to be shared with all staff.</p> <p>School bus contractors are made aware of additional needs.</p> <p>Extra-curricular activities are, wherever possible, adjusted to meet the needs of the attending/interested cohort.</p> <p>Specialist equipment is used where necessary and available.</p> <p>Additional resources are sought through the SEN Framework for individuals.</p>	All service providers plan for and make reasonable adjustments to enable the school community to access their services as far as is reasonably possible.	Before a service is offered to the school community.		

Improving the physical environment

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
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<p>School site is accessible to people with disabilities.</p>	<p>Audit the school site to ensure lighting is adequate, including artificial light and natural lighting. e.g Glare from Windows. Consult with advisory teachers (LEA) / OT if necessary.</p> <p>Audit of movement around the school site. Devise and circulate plans to ensure that pupils disabilities can move safely around the academy during lesson changeover and unstructured times.</p> <p>Audit of building - looking at accessibility for pupils with a disability. To make recommendations for any modifications following an audit of the building.</p> <p>Annual review of the PEEPs in coordination with the site Health and Safety officer.</p> <p>Annual review of training needs for all relevant staff regarding training requirements for PEEPs.</p>	<p>Students, parents and visitors to the school can access the site.</p>	<p>Ongoing</p>		
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The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities e.g hoist	Regular checks of specialist equipment by school staff or specialist staff where needed.	Equipment is checked and tested and safe use is uninterrupted.	Ongoing		
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Making information more accessible

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
The school ensures that both in lessons and parent meetings information is presented in a user-friendly way <i>e.g. By reading aloud and using visual presentation techniques.</i>	Training provided to ensure staff are aware of different issues when communicating with people who have disabilities.	Staff are confident to communicate with students, parents and carers with disabilities.	On going		
Parents have access to support from the Pastoral Leaders and wider pastoral team if written communications are inaccessible or difficult to access.	Parents have open line of communication where letters can be read, explained and further discussions can be held in person.	Parents feel supported with all written communication	Ongoing		
Website to be user-friendly for students and parents with SEND.	Website manager and SENCO review information and presentation of information on the website.	Parents and children can readily find and access information they require.	September 2025		

Monitoring and review

This plan will be reviewed at least annually by the governing board and headteacher. The next scheduled review date for this plan is March 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.