



ACCESSIBILITY PLAN

MIDDLEWICH HIGH SCHOOL

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“Schools and the Education Authority must not discriminate against pupils with special educational needs due to their disability. They should promote the inclusion of special educational needs pupils in their admission arrangements and in all aspects of school life”

(www.nidirect.gov.uk/articles/school-accessibility#skip-link : 4/9/2018)

The following shows how we meet every child who has a Special Educational Need or Disability (SEND) as an individual to enable them to access the site and or curriculum.

The definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Assessment of need

Students' needs are assessed either through an Educational Health Care Plan or through initial liaison with the feeder primary school to map how needs can be met in a cost effective way. If consistent and on-going need prove to exceed £6,000, extra funding is firstly sort from the local authority If this is denied, the business manager will be consulted to decide if money can be sourced from the school budget without negatively impacting on the education of other students, or can be sourced through a grant. If the monies needed can be afforded the adjustments can be made. However, if there is any uncertainty the Head teacher's decision would be final.

Adjustments

If certain criteria for learning needs are established such as a visual impairment, specific learning difficulties and communication difficulties, arrangements for students to access assessments can be made for example extra time, a reader or scribe.

To enable easy access to the site there are ramps in place and a lift where otherwise accessibility is via steps. All steps are marked with high visibility paint.

Equitable access to all activities within the curriculum or extra- curricular, is supported either in small groups or 1:1. This could be for field trips, sporting activities, after school clubs or access to homework support.

Students with a hearing impairment have access to a Teacher of the Deaf and a specialist Learning Practitioner. These professionals are equipped to attend to audiological support.

Improvement

Should money become available in the future the school will look to:

- Improve seating in practical areas for physically disabled students.
- Improve provision of tables for physically disabled students.
- Up-dated provision of a time-out facility.

- Up-dated provision of Physiotherapy facility.
- Separate space for outside professionals to work with students. E.G. Speech and Language Therapist.
- A loop system to assist Hearing Impaired students
- Repaint lines for Visually Impaired students to avoid trip hazards.