



# **Maghull High School**

## **Accessibility Plan**

**(Updated February 2025)**

*The Policy takes into account the Code of Practice, Disability Rights Act, Schools Access Initiative, the Equality Act 2010, Supporting Students with Medical Conditions February 2014 and Children and Families Act 2014*

Review – September 2026

# Accessibility Plan

## Definition of special educational needs

In this policy, 'Special Educational Needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Students must not be regarded as having a learning difficulty solely because their first language is different from the language in which they will be taught.

## Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to students of the same age.

Maghull High School has adopted this Accessibility Plan in line with the school's SEND Policy with the aim of ensuring that our school is socially and academically inclusive, that all students have access to a full curriculum, and that all students are appropriately challenged.

Our SEND policy outlines the school's provision for supporting students with SEND, and both the school's safeguarding and behaviour policies explain how we ensure equal opportunities for all our students.

Please refer to our SEND Policy for an outline of our full provision to support pupils with SEND. This can be found on the school's website along with our SEND information report, Local Offer, SEN(D) annual report to governors and school's safeguarding and behaviour policies.

Maghull High School is committed to providing an accessible school environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Thus, adhering to the Equality Act 2010.

Our plan covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist students in accessing the curriculum. Maghull High School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- a. Increase the extent to which disabled students can participate in the school curriculum**
- b. Improve the physical environment of the school to increase access to education for disabled students**
- c. Improve the delivery of information to students, staff, parents and visitors with disabilities.**

The Accessibility Plan should be read in conjunction with the following Maghull High School policies and documents:

- Special Educational Needs Information Report
- Special Educational Needs and Disabilities Policy
- Safeguarding Policy

- Behaviour and Safety Policy

The action plan for physical accessibility relates to the access audit of the school, which is undertaken regularly with support from the Local Authority. It may not be feasible to undertake some of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be revisited prior to the end of the initial three-year period to inform the development of the new plan for the following period.

The Accessibility Plan is detailed in Appendix A (attached). The plan has been drawn up in consultation with students, parents, SENCO, other staff of Maghull High School as appropriate. The plan covers the period September 2023 to July 2026.

The following areas form the basis of the Accessibility Plan –

- a) Increasing the extent to which disabled students can participate in the school curriculum
- b) Improving the physical environment of the school to increase access to education for disabled students
- c) Improving the delivery of information to disabled students

The three action plans attached relate to each of these three key areas of accessibility. The plans will be reviewed and adjusted on an annual basis and new plans will be drawn up following the three-year period.

The Governing Body will monitor the Accessibility Plan through the Local Governing Body (LGB) who report to the Southport Learning Trust.

## Accessibility Plan

### a) Increasing the extent to which disabled students can participate in the school curriculum

	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Short Term	To ensure that transition is robust in transferring an understanding of students' needs and how best our students can be supported	<p>Enhanced transition</p> <p>Support from specialists and Local Authority - as appropriate</p> <p>Ensuring both student and parental involvement throughout</p> <p>Continue to build and foster relationships with primary SENCOs</p> <p>Continue to build and foster relationships with non-home Local Authorities</p> <p>Develop methods to ensure a robust collection and sharing of information.</p> <p>Develop and share resources students receive prior to their September start - SEND Information Evening</p> <p>Foster agency links with parents and families prior to the September start</p>	<p>Students and parents to feel happy and confident that the needs of all individuals will be met</p> <p>Curriculum adaptations to be made in advance of students starting at Maghull High School.</p> <p>Skeleton register in place for the beginning of the school year.</p> <p>Key workers assigned – as appropriate</p>	June 2023 - Ongoing	<p>An enhanced transition currently in place including:</p> <ul style="list-style-type: none"> <li>• Open evening</li> <li>• SEND Information Evening</li> <li>• Open days</li> <li>• Year 6 taster day</li> <li>• Additional visits / tours</li> <li>• Key workers assigned</li> <li>• Primary visits</li> <li>• Summer school</li> <li>• SEND booklet</li> <li>• Attendance to Sefton and Liverpool transition events</li> <li>• Successful in-year transfers</li> </ul> <p>Transition Pack / Information booklets / medical information Disability Questionnaire</p>

Short Term	Ensure that there is communication between home and school and an awareness of the students who present with disabilities	<p>Disability proforma to be completed by all parents of students who attend Maghull High School</p> <p>Disability proforma / parental meetings to be completed with students on roll – as appropriate</p>	<p>For all disabilities to be recognised and for adaptation to be made as appropriate</p> <p>Identification and implementation of any staff training required</p>	Ongoing	<p>Proforma in place and completed by both new intake (Year 6) and mid-year transfers and as appropriate to need.</p> <p>Key Workers assigned to EHCP students on transfer.</p> <p>Staff training delivered as appropriate to need.</p>
Medium Term	Enable staff to increase their knowledge and understanding of needs of disabled students should they be admitted to the school	<p>Staff CPD</p> <p>Staff weekly briefing</p> <p>SEND Register</p> <p>SEND Information</p> <p>Health Care Plans</p> <p>SENCO briefing</p> <p>SENCO Memo</p>	<p>Staff confident in providing the appropriate support and adapting tasks, resources / materials – as appropriate to need</p> <p>Staff confident at directing support staff – as appropriate</p> <p>Support staff confident at sharing and modelling good practice</p> <p>Inclusion in all aspects of both the curricular and extra-curricular events that take place across all subjects and the wider life of the school's community</p>	September 2023 - Ongoing	<p>Evidence through specialist feedback, pupil voice and parental voice of students' needs being met, and progress being made.</p> <p>Risk assessments in place - as appropriate to need</p> <p>Training for the Inclusive Support Team</p> <p>Agency support and training</p> <p>Bespoke training for staff members as appropriate to need</p> <p>Additional CPD events attended as appropriate to need</p>

Medium Term	Maintain commitment to a well-trained and qualified Inclusive Support Team to support all students	<p>Maintain the training of specialist care as appropriate to the ever-changing needs of our students.</p> <p>Continued focus on student well-being</p> <p>Develop and increase the range and breadth of agency support</p> <p>Continued liaison and collaboration with Sefton complex needs team</p>	Staff confident in supporting students with disabilities and able to safeguard both students and themselves in all situations both curricular and extra-curricular	September 2023 - Ongoing	<p>Active and motivated Inclusive support staff who seek and complete their own training.</p> <p>Inclusive support staff participation in whole school CPD as appropriate.</p> <p>Staff record of training and CPD</p> <p>An increase in agency support</p> <p>Agencies linked with the school respond to training needs.</p> <p>Training needs undertaken for September 23 cohort</p> <p>Pupils with identified needs supported to attend school trips including excursions abroad</p> <p>Consultant SENCO supporting the school</p>
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## Accessibility Plan

### b) Improving the physical environment of the school to increase access to education by disabled students

	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Short Term	Provide access to all parts of the school building (where appropriate)	<p>Liaison with the school Inclusion consultants to complete access assessments – as appropriate</p> <p>Current lifts to be regularly maintained</p> <p>Ramps / adjustments to be considered and provided if required</p> <p>Identified improvements to support pupils with disabilities to be actioned as appropriate</p> <p>Timetable / room / equipment changes and adjustments to be made - as appropriate to need</p> <p>Better queuing systems for students with movable barriers – dining hall</p> <p>Movement passes assigned to students as appropriate to need</p>	Students with limited mobility can navigate around the school site safely and access the vast majority of the school site.	September 2023 - Ongoing	<p>Movement passes assigned and reviewed as appropriate.</p> <p>Positive link with Sefton Complex Needs Team who supports access assessments.</p> <p>School site is accessible with lifts in all multi storey buildings.</p>

Short Term	To ensure the schools hoisting and Closomat facilities are in good working order and regularly serviced	Seek support from outside agencies to oversee the school's facilities as appropriate  When appropriate seek student and staff voice for any alterations that may need to be made to ease use of the facilities	Well-resourced and functioning facilities for students who require intimate care	September 2023 - Ongoing	Hoists are inspected and maintained bi-annually.
Medium Term	Further development of the school's sensory room to support students with ASC / ADHD / SEMH / CI / S&P difficulties and provide a safe place for them to regulate their feelings and behaviours	Update resource in the sensory room ensure students are safe, comfortable.  Staff the sensory room to allow greater use of the facility and more robust monitoring of students and their presenting needs.  Liaise with linked agencies to further develop sensory room usage to encompass wider needs  Develop a code of conduct for the use of the sensory room	A well-used and resourced area in the school that will provide comfort, timeout and reflection time for students of all ages	September 2023 - Ongoing	Sensory room established and students timetabled to use the space  Students respectful of the environment
Long Term	Four-Storey building to be re-built	Consideration of applications for funding a new build	Whole school site accessible to all and able to offer student	Ongoing	



			independence navigating round		
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## Accessibility Plan

### c) Improving information and communication for disabled pupils

	Targets	Strategies	Outcomes	Time Frame	Impact
Short Term	Ensure that events / trips and projects are communicated effectively within the school and the school's community	School newsletters  Well populated school website and twitter feed  An inclusive prospectus  Key worker / inclusive support team to discuss up and coming events with students	All events to be well documented and to celebrate all students' achievements and commitments	September 2023 - Ongoing	All-inclusive materials can be accessed via the school website  School twitter and departmental twitter accounts well followed  Positive uptake of students identified with a disability participating in school events and trips
Short Term	To build and develop student awareness and acceptance of disabilities	PHSE lessons / tutor programme and enrichment lessons  Informative assemblies  Small group sessions with specialists to support  SEND and Pastoral support in place to support students and families	For students to be more aware of both the visible and invisible disabilities that many of their peers / family and friends live with on a daily basis	September 2023 - Ongoing	ADHD / ASC / SEMH / Well-being awareness assembly delivered  School participation and acknowledgment of ASC week / mental health weeks
Medium Term	Development of a parental forum / coffee morning to support students/parents identified with SEND and	Creation and calendaring of parental forums / coffee mornings	Improved parental relationships and understanding of their child's needs	September 2023 – Ongoing	OSSME and Together Trust supportive of target and identified areas to present

	foster stronger working relationships with our families	Link agencies to support and run information evenings for parents	Enhanced transition		Conversations with linked EP – potential Podcasts for parents
Long Term	Develop the use of ICT to support our learners with disabilities	Excel coordinator TLR2 appointed  Research and trial new technologies to support student need	Technology to develop and foster independent learners and create opportunities		Reading pens  Laptops / chrome books

**Signed by**

**SEND Governor**

**Date: .....**

**Headteacher**

**Date: .....**

**SENCO**

**Date: .....**

*This policy will be reviewed annually and updated every three years*