



THE PIGGOTT SCHOOL: SECONDARY PHASE

'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Accessibility Plan

3 year period covered by the plan: May 2024 - 2027

Plan agreed: 21st May 2024

Plan review: May 2027

Lead member of staff: SENCO

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, The Governing body/Trust Board has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
3. To plan to increase access to education for disabled pupils

The monitoring of SEND provision has been delegated to the Local Governing Committee of The Piggott School by the Agape Multi-Academy Trust. This plan sets out the proposals of the Local Governing Committee of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

This is a policy delegated to the responsibility of the Local Governing Committee of The Piggott School by Agape Trust Board.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

The school's context

The Piggott School is a Church of England Academy. It consists of a number of buildings across a large, flat site. The oldest school buildings date from the 1940s and the most recent were built in 2024, with various others having been added during the intervening time.

Our Values:

Respect

Equality

Honesty

Dedication

Courage

Love

Our Aims:

To provide a caring environment based on Christian values

To develop enquiring minds capable of independent thought

To promote the value of lifelong learning

To be open to new ideas

To encourage respect and tolerance

Our Mission:

To be a school which inspires and encourages the highest achievement.

We are working with in a national framework for education inclusion provided by:

- Inclusive school (DfES 0074/2001)
- SEN and Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

This is a policy delegated to the responsibility of the Local Governing Committee of The Piggott School by Agape Trust Board.

The priorities for the Accessibility Plan for our school were identified by:

- The SENDCO
- The Headteacher
- The Premises Manager

1.

1A The purpose and direction of the school's plan: vision and values

The purpose of the accessibility plan is to have suitable access for all visitors to the school. The Piggott School Accessibility Plan will provide information to ensure the school is able to accommodate the disabilities of parents and carers of the school pupils.

The school also aims to provide reasonable adjustments to be made to accommodate pupils with disabilities.

Annually, the School Access Audit will be assessed with full review in 2027.

1B Information from pupil data and school audit

The school currently caters for pupils with visual, hearing and physical disabilities. Reasonable adjustments have been made to accommodate their specific needs therefore allowing them greater independence whilst on the school site and improved access to the curriculum.

These pupils are also supported by professionals from external agencies providing assistance and recommendations for disabled pupils to be able to access all aspects of the curriculum – teachers for the visual impaired, sensory consortium staff, physiotherapists, occupational therapists etc.

Pupils with visual, hearing or other disabilities are assessed termly or annually for Personal Emergency Evacuation Plans.

2.

2A Increasing the extent to which disabled pupils can participate in the school curriculum

Where pupils have particular needs the pupils are able to participate in the school curriculum because planning is undertaken to accommodate their needs.

Visually impaired students are provided with appropriate technology, such as ipads, to enable them to access resources in lessons. Staff may be asked to share powerpoint presentations with students so that they can access them on ipads. Specialist members of the school's SEND team are trained to provide learning resources in braille, tactile resources or enlargements, in collaboration with teaching staff who provide the relevant learning materials.

Where support professionals have identified particular requirements relating to pupils this information is followed by teachers to improve pupil access to the curriculum and to benefit the pupil, such as seating positions, specific furniture, sloped desks etc.

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2B Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Provisions have been made where appropriate to accommodate disabled students across all areas of the school. This may include the transfer of specialist seating for pupils between classrooms and other areas and the provision of specialist seating in areas such as science labs and art rooms. Specialist tabling is available to ensure that disabled students can work comfortably in classrooms. Standing frames can also be used in some classrooms.

2C Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Care is taken by teachers to ensure that information provided in writing to pupils takes account of their needs.

3

3A Management, coordination and implementation

Planning

The SENDCo will liaise with the Headteacher and Premises Manager with regards to specific adjustments that are needed in order to meet the needs of disabled students.

Coordination and Implementation

The Headteacher and Premises Manager will coordinate the required improvements.

Other relevant school policies:

Equalities Policy

SEND Policy

Health and Safety Policy

3B Publishing the school's plan

The school's accessibility audit is available on the school website along with an action plan for improvements.

The audits and improvements will be available on request in large print format.