

Accessibility Plan



Accepted: June 2026

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Rights Respecting School Policy Statement

As a rights respecting school we focus on the rights of every child.

Every child has the right to learn, feel safe and happy whatever their background, culture, gender, race, religion, socio-economic status and ability.

As a “Rights Respecting School” pupils have the opportunity to learn about the work of Unicef and the United Nations.

The curriculum is the vehicle to enable pupils to engage with rights and their liked responsibilities.

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Aims of the Accessibility Plan

This plan outlines how Crosby 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 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 must 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 and carers.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

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.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Termly learning support meetings to take place to assess and address pupil needs.	Time to arrange meetings	Form Staff	Via annual EHCP assessment	Pupils need to be reviewed and addressed.	
	Training for teachers on differentiating the curriculum as required.	Training for all teaching staff	SLT	Ad hoc	Teachers are able to more fully meet the requirements of pupil needs with regard to accessing the curriculum.	
Medium term	Liaise with mainstream and other special schools to share good practice and strategies	Arrange visits for staff to observe working practices as well as reciprocal visits to other SEN schools	Staff; SLT	Ongoing	Increased staff confidence and competence in delivering the curriculum to CHS pupils	
Long term	To screen all Years 7, 8 and 9 reading ability to inform identification and support strategies including assessment for exam access arrangements,	Students requiring additional support are identified and supported. Exam Access Arrangements are put in place to support students with SEND.	English dept	Ongoing	Access tests used with Years 7, 8 and end of Year 9. Literacy support identified. Individual assessments for identified Year 9 students for Exam Access Arrangements.	

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Termly learning support meetings to take place to assess and address pupil needs.	Time to arrange meetings	Form Staff	Via annual EHCP assessment	Pupils need to be reviewed and addressed.	
	Training for teachers on differentiating the curriculum as required.	Training for all teaching staff	SLT	Ad hoc	Teachers are able to more fully meet the requirements of pupil needs with regard to accessing the curriculum.	
	Liaise with mainstream and other special schools to share good practice and strategies	Arrange visits for staff to observe working practices as well as reciprocal visits to other SEN schools	Staff; SLT	Ongoing	Increased staff confidence and competence in delivering the curriculum to CHS pupils	
	To screen all Years 7, 8 and 9 reading ability to inform identification and support strategies including assessment for exam access arrangements,	Students requiring additional support are identified and supported. Exam Access Arrangements are put in place to support students with SEND.	English dept	Ongoing	Access tests used with Years 7, 8 and end of Year 9. Literacy support identified. Individual assessments for identified Year 9 students for Exam Access Arrangements.	

	Liaise with specialist agencies to ensure that strategies are used to support emotional wellbeing and teaching and learning are appropriate and updated as required.	Pastoral meetings. EHCP review meetings. Agency assessment and liaison as appropriate. Strategies given by specialists and implemented by staff. Transition information disseminated to staff.	Teachers; SLT	Ongoing	Identified students are supported using personalised strategies and able to access relevant resources as required. All students are included whether within an educational setting or in an alternative setting, with advice.	
Medium term	Staff trained to meet individual medical needs of pupils where applicable inc. specialist training for staff to enhance school expertise on up-to-date strategies to be used across a range of disabilities relating to SEMH (Social, Emotional and Mental Health)	Training for all staff inc. 1:1's. Link with pastoral staff (Brighter Horizons 4U) and tap in to their expertise. For staff to disseminate good practice to current staff and all new staff joining the school. Advice and training from specialist outside agencies to be adhered to. .	SLT	Ad hoc	Staff completed training for specific needs. An increased awareness of CPD opportunities. An increased awareness of strategies available to staff. Pastoral input used much more to support CPD, including whole school training.	
	Ongoing support for teachers on differentiating the curriculum, creating new pathways and supporting the implementation of subject overviews, LTP's etc.	Ensure pathway curriculum is fully rolled out and embedded across the school. Further refinements to continue on an ongoing basis to ensure the curriculum remains exceptionally well-matched to pupils' needs	SLT	Ongoing	Teachers are able to fully meet the requirements of pupils' needs in accessing the curriculum, ensuring a robust and relevant assessment system	

	Further develop the use of student voice to inform development of the Accessibility Plan.	Greater use of student voice interviews. Student surveys.	SLT - PM; School Council	Ongoing	Student views inform planning and review. Any concerns arising from discussions and surveys to be addressed.	
	To enhance the provision of specialist equipment. e.g.voice recorders, spell checkers etc. Adjustable height chairs and specialist equipment will be available for students with additional needs.	Departments are encouraged to purchase appropriate resources and look to increase IT opportunities within subjects for students requiring scribes and readers for exams.	OT; Physio; Complex needs team; SLT	Ongoing	A higher number of pupils will be able to access equipment that is available in school or able to be accessed through specialist support teams.	
	To take account of students and adults with disabilities when organising events and trips.	Forward planning to include accurate SEND and medical information including use of interpreters, adult support, mobility issues when using/hiring buses, toileting facilities etc.	Teachers/SLT	Ongoing	Risk assessments undertaken and practical arrangements made where possible to enable safe participation in events.	
Long term	Information made available to parents/carers and students using CHS website in addition to written form.	The development of parent/carer and student information. . Relevant communications posted by curriculum staff.	Teachers/SLT	Ongoing	Adults are able to access information. Students are able to access classwork, homework and resources at home. Staff are able to post information and resources for students and/or parents/carers.	

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	The school bells are not appropriate for some pupils with specific sensory needs causing them anxiety.	Change the school bells so that they support pupils with specific sensory needs	Matt Cowen	Summer Holidays	New bells fitted around the school and staff are able to use the system.	
Medium term	The emergency systems are not designed with pupils who have difficulty hearing in mind.	Emergency systems to have visual alarms	LA/School	Ongoing	Visual alarms fitted	
	To maintain visual differentiation in areas of risk	Staff to risk assess lessons and learning environments	School Maintenance team	Ongoing	For an assessment to be carried out annually and for maintenance work to be completed as identified.	

Long term	All internal doors accessible for wheelchair users.		LA/School	Ongoing	Newly installed doors to be wheelchair accessible.	
	Ensure each area of the school has wheelchair access	All access points to be maintained and used to enhance physical access to the building.	LA/School	Ongoing	The environment is adapted to the needs of pupils	

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Signage is not suitable for all of our learners	Ensure signage is suitable for non-readers, is clear and well situated	Site maintenance team; SLT	Ongoing	Pupils are able to navigate the school regardless of need	
	Currently, the way we share information in school does not meet the needs of all types of learners.	Understand the needs of pupils and ensure information is available in relevant formats ● Large print ● Braille ● Pictorial or symbolic representations	Staff; SLT	Ongoing	Pupils have access to curriculum information and all other school information in a format that meets their needs	

Medium term	With a changing cohort of pupils, we need to learn how to best share information with pupils we have not had experience of working with before.	Arrange visits for staff to observe working practices as well as reciprocal visits to other SEN schools	Staff; SLT	Ongoing	. Increased staff confidence and competence in delivering the curriculum to CHS pupils	
Long term	We could even further promote diversity and inclusion in school.	* To encourage positive attitudes through developing inclusion in activities- positive visual images and visible role models. * Visual displays for diversity including student achievement. Planning for participation in activities with regards to inclusion and health and safety. Eg Work experience, college visits, LA events.	Staff; SLT	Ongoing	Accessibility to be taken into account when planning activities. Enhanced opportunities for students. Achievements celebrated.	

INCLUSION CONSULTANT Complex Needs

SEFTON SEN AND INCLUSION SERVICE

Sefton Professional Development Centre

225 Park Rd,

Formby,

Liverpool L37 6EW

Telephone: 0151-934-2347

Fax: 0151-934-2640

E-mail: SENIS@sefton.gov.uk

ACCESS ASSESSMENT

Inclusion Consultant:

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Pupil Name:

DOB:

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School / Setting:

Crosby High School

.....

Date of Assessment:

.....

Present at assessment:

Background Information and description of needs

Arriving at School	Getting Around School
Transfer in / out of Class	Toileting / Self Care
Break Time	Lunch Time

Medication	Use of Specialist Equipment
	Manual wheelchair Writing slope board
Seating	Other

Subject Specific Issues

Subjects taught in standard classrooms (e.g. English, maths, modern foreign languages, humanities)
Subjects taught in specialist teaching areas (e.g. science, design technology, food technology, art)

ICT
PE

Points for further action / suggested adaptations

- For all lessons, _____ will need
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Parent / Carer consent

I agree the information in this Access Assessment and consent to it being shared with non-parent carers.

Name:

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Relationship to child / young person

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Signature

Date

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Child/young person's consent

I agree to staff who help me at school reading this information about me

Signature

Date

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