PRENTON HIGH SCHOOL FOR GIRLS

ACCESSIBILITY PLAN

DRAFT

Owned:	F, P, P & P
Reviewed:	Autumn Term 2026
Ratified:	Due in December 2026 at FGB
Next review:	Autumn Term 2027

INTRODUCTION

This Accessibility Plan considers provision for students with disabilities as stated in the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice 0 to 25 years (2014). This plan operates alongside the SEND Policy and is consistent with it in terms of principles and approaches to resourcing.

Definition of Disability

The Equality Act 2010 states that a person has a disability if:

"There is a substantial and long term adverse effect on their ability to carry out normal day to day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties, providing those difficulties meet the statutory definition above. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people. Some medical conditions such as cancer, HIV and multiple sclerosis, have special statutory protection.

KEY OBJECTIVES

To reduce and where possible eliminate barriers to accessing the curriculum and participation in Prenton High School community for students, staff and parents of students and prospective students/staff who have a disability.

1. Not to discriminate against students with disabilities in the provision of education and associated activities
2. Not to discriminate against staff or adults with disabilities visiting the site
3. To take reasonable steps to avoid putting students/staff/parents with disabilities at a substantial disadvantage
4. To publish an Accessibility Plan on the school website

In performing their duties and formulating Policies Governors and Staff will give due regard to the Equality Act 2010.

Prenton High School fully recognises and values the unique parental knowledge of their child's disability and

the effect of that disability on the ability of their child to carry out some activities commonly and readily carried out by other children of the same age. Prenton High School also recognises and respects the right to confidentiality for parents and children.

The School provides all students with a broad and challenging curriculum, differentiated and adjusted in accordance with the needs of individual students and their own individual needs.

The key principles are that: -

1. Teaching will set learning challenges that are suitable and demanding
2. Teaching will respond to the learning needs of those being taught
3. Barriers to learning will be identified and addressed positively and directly. This will involve the active participation of staff, students and also parents where necessary.

ACTIONS

1. Education and Further Activities

   Prenton High School is fortunate in having access to a number of SEN advisers, specialist teaching advisers and health professionals and will continue to seek their advice in supplementing our own specialist staff.

2. School Environment

   In planning and implementing improvements, building developments or site improvements, Prenton High School will take account of the needs of students, staff and visitors with physical difficulties and sensory impairment.

3. Information Services

   In the design and production of literature and information packs Prenton High School will ensure that such publications can be produced in an alternative format when requested or required.

Points to be borne in mind

1. In forming the plans for Open Evenings or other admissions related activities they should be held in accessible locations and with an opportunity for prospective students with disabilities or their parents to disclose in private the nature of the disability and to discuss their support requirements
2. A clear arrangement should be known by all staff to ensure that if a disability, specific learning difficulty or significant medical condition is disclosed to them they should then contact the SEND co-ordinator. They would accurately record the information and within the limits of confidentiality would be responsible for ensuring that it is disseminated to those other staff colleagues who may require it.
3. Staff should be made aware of the resources within the School that are available to them should they feel that a student requires additional assistance
4. It is helpful to plan for teaching material to be prepared in electronic format so that it can be produced in alternative formats if required
5. The needs of students with disabilities should be borne in mind in the planning of curricula and consideration might be given to alternative forms of presentation and assessment.
6. Staff development opportunities will be made available to ensure the teaching practice can meet the learning requirements of individual students.
7. The Principal Designer for any change order works will review accessibility to relevant parts of the building.
8. Building accessibility will be reviewed as part of planned and preventative maintenance checks via the PFI contractor.
9. A curriculum review will ensure that students with disabilities have access to new courses/curriculum areas and resources.