Tarporley High School and Sixth Form College

Accessibility Plan 2026-2029

Introduction

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

- **Increase the extent to which disabled students can participate in the curriculum**
- **Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided**
- **Improve the availability of accessible information to disabled students**

Tarporley High School and Sixth Form College aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including an understanding of disability issues.

Consultation with stakeholders is an on-going process. Regular reviews take place with support services to evaluate needs and provision. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Our Vision and Values

At Tarporley High School and Sixth Form College we have a whole school approach to access, participation and achievement. Teachers are responsible and accountable for the progress and development of all students in their class. At every opportunity we aim to raise awareness of special educational needs and disabilities with both staff and students in order to foster a shared understanding and acceptance of diversity within our school. There are currently students with a range of disabilities attending school, including learning disabilities and hearing and mobility difficulties.

Plan

The Accessibility Plan is an important part of the school's drive to ensure equality of opportunity for all students and outlines areas of good practice as well as areas for improvement, actions and timescales for implementation (short, medium and long term). Progress towards the goals set out in this plan are reviewed annually by the SENCO and Headteacher and revised every 3 years. A recent area of focus has been the number of students at Tarporley High School with a visual impairment. Two of whom are registered as blind. We work with the CWAC Visually Impairment Service to ensure that the site is accessible. There are also a number of students with chronic medical conditions who are classed as disabled under the Equality Act 2010. At the time of writing, there are no wheelchair dependent students, although many areas of the school wheelchair accessible. Tarporley has made adaptations for a wheelchair dependent member of staff that have improved accessibility for wheelchair access in all blocks and the only area of the school inaccessible by wheelchair is the upper floors of C block.

Core Aims

- To ensure that no school policies or activities discriminate against students with disabilities and develop and implement strategies across all areas of the life of the school to include everyone equally.
- To continually review the attainment outcomes for students with SEND and take action to improve these year on year.
- To ensure that students have a forum to express their views about how well their needs are met in our school.
- To ensure that all staff are aware of their responsibilities under the requirements of the Equality Act 2010.
- To promote a positive school culture and raise awareness of equality across the school.

Action Plan

AIM	CURRENT GOOD PRACTICE	AREA FOR IMPROVEMENT	ACTION(S)	MONITORING
School Curriculum Adjustments that would help students with disabilities have better access to the curriculum might include: Changes to teaching and learning arrangements Changes to the school curriculum **and** **Assistive Technology** Technology suited to students' needs can help them learn faster and more easily. Examples of technology that can include: Touch screen computers Easy to use keyboards Interactive whiteboards Text to speech software Braille translation software Software that connects with pictures or symbols	Termly reviews of site accessibility with the CWaC Visually Impaired Service. Annual refresher for staff on the SEND Code of Practice and teacher responsibilities with regards to inclusive teaching. Specific staff training on medical conditions such as diabetes, epilepsy and hearing impairments. Pupil Passports detailing individual needs of students and how best to support them within the classroom. QFT handbook. Teaching staff use PPs to consider their teaching approach / strategies and the content of the lesson in order to meet the needs of individual students. Differentiated curriculum / foundation pathway option for some students to allow for targeted / focused intervention.	Improve all staff knowledge and understanding of the Equality Act 2010 requirements in relation to access to the curriculum. Continue to improve consistency across curriculum areas with regards to reasonable adjustments in the classroom for students with disabilities. Continue to ensure that relevant access arrangements are in place for students with disabilities in order to access examinations in line with their peers through making 'reasonable adjustments'. Continue to provide on-going training with regards to specific disabilities / medical conditions relevant to our school. Improve student awareness of different disabilities and promote diversity and acceptance.	SENCO to continue to update staff around key changes to disability/SEN legislation. SENCO to update key exam access arrangements documents. SENCO to update teaching staff on key changes to JCQ guidance with regards to exam access arrangements. SENCO to work with colleagues form the Sandston Trust to ensure that assessments for exam access arrangements are streamlined and accurate. Termly opportunities are given to students with SEN Learning Plans to contribute student voice to SEN learning plans. SENCO to continue to attend annual refresher exam access arrangements training in order to familiarise with any changes to JCQ guidance (long term).	All students with a disability are able to access the curriculum in line with their peers. Students with SEND continue to achieve very good GCSE outcomes and are fully prepared for the next phase of their education and adult lives. All staff have an improved understanding of the Equality Act 2010 and their responsibilities with regards to reasonable adjustments within the classroom. Staff understand specific disabilities / medical conditions and the impact they have on our students and the support they can provide. Students show an improved awareness and understanding and positive attitudes of different disabilities.

	Adjustments to classroom resources in order to support access to the curriculum including support worksheets / copies of PowerPoints for those students with fine motor difficulties impacting on their handwriting, enlarged / modified worksheets / information for those students with visual impairments and coloured paper / exercise books / overlays for those students with irlens / visual stress. We also use subtitles during the showing of video clips for those students with hearing impairments. We also implement Exam Access Arrangements to support students with disabilities in accessing assessments / tests and examinations in line with their peers including the provision of extra time, readers, scribes, laptops, language modifiers and practical assistants as well as modified / enlarged and coloured exam papers.	Improve access to the curriculum for students absent from school with long-term chronic medical conditions who are deemed to have a disability under the Equality Act 2010 legislation. Further improve the use of ICT to increase access to the curriculum for students with disabilities. Continue to improve attainment outcomes for students with SEND annually in relation to others nationally.	SENCO with the support of the Exams Officer to continue to provide annual refresher training to teaching assistants with regards to the administration of exam access arrangements (long term). SENCO to continue with our on-going programme of staff training with regards to specific disabilities / medical conditions relevant to our school including diabetes, epilepsy, cerebral palsy etc (long term). SENCO to lead on promoting disability awareness amongst students and positive attitudes to disability across the school through assemblies, links to PSHE programme, awareness weeks, fundraising events and use of social media such as the school's twitter account (long term). SENCO to liaise closely with Attendance Officer / Year Leaders with regards	Evidenced through improved classroom practice / feedback from training sessions / disability awareness sessions / PSHE books. throughout the school. Monitoring with the use of Strategic Reviews / Open Door Weeks (lesson observations , book looks and student voice).

	A number of laptops are available for students to use across the school in order to increase access to the curriculum for some students. SENCO has also issued staff guidance with regards to supporting students within the classroom to use ICT. GCSE outcomes continue to be very good for students with SEND and we continue to prepare and support students with SEND for the next stage of education and adult life through supported Careers Interviews and liaison with CWAC Young People's Services for those students with EHCPs. We ensure that educational visits and extra-curricular activities are planned to include all students wherever possible.		to support to access the curriculum for students who are not attending school due to long-term chronic medical conditions including liaison / referrals to the Local Authority Medical Needs Teams for further advice and guidance. SENCO to continue to track attainment / progress and the impact of any support / interventions across the school for students with SEND through the use of data including Assessment Point, attendance and lesson data as well as the use of standardised assessments SENCO and SLT leads on Safeguarding and Attendance to meet fortnightly with the Pastoral Support Team to discuss key cases and ensure that timely support is in place.	

Physical Environment: Changes to the physical environment that a school could make to increase access might include: Lighting and paint schemes to help visually impaired students Lifts and ramps to help physically impaired students Carpeting and acoustic tiling of classrooms to help hearing impaired students	All refurbishment schemes within the school take account of Equality Act 2010, in relation to physical access. The school as part of its Estate Plan evaluates all schemes with this in mind. The school's new block (E block) was assessed by the CWaC Visual Impairment Service. The building was described as "Very VI friendly [because]… the stairs had been highlighted with yellow edging. All classrooms had tinted glass windows, and the lights could be dimmed. Rows of lighting could be dimmed or turned off. Savannah told me that she was ok with the layout by the end of the session. Further recommendations from the report which have already been acted upon include improved definition of step edging, handrails and door edges to meet the needs of students with visual impairment.	Build on the work already undertaken to improve the physical estate for visually impaired students, by considering accessibility in the any refurbishment programmes to include redecoration colour schemes and lighting: Continue to liaise with specialist external services such as CWAC Autism Service / CWAC Sensory Service / Occupational Therapy etc. Continue to liaise with the Director of Finance and Operations / Site Manager with regards to access the physical environment / adaptations for students with disabilities.	SENCO to continue to engage with specialist advice and guidance from services such as CWAC Autism Service / CWAC Sensory Service / Occupational Therapy etc.	Increased access to areas of the school to ensure full participation.

	On-going reviews of Personal Emergency Evacuation Plans (PEEPs) which are tested as part of the school's practice emergency evacuation procedures.			
Improving the way information is delivered to students with disabilities Information that is normally given in writing (such as handouts, timetables and textbooks) can be made more accessible by being offered in other formats: • In Braille • In large print • On audio format • Using a symbol system	Adjustments to classroom resources to ensure information is delivered to students with visual impairments in an accessible way such as enlarged / modified worksheets / and information on coloured paper for those students with Irlens / visual stress.	Continue to improve consistency across curriculum areas with regards to the way information is delivered to students with disabilities.	SENCO to review examples of written information provided to students with visual impairments to ensure it is accessible for students (short term). SENCO to look for opportunities to further develop good practice with regards to the use of coloured paper/overlays. Some high schools have moved to providing buff/cream paper only, in order to improve accessibility for all. The SENCO is looking for specialist advice to ensure that best practice is being followed.	All information provided in school or sent home is in an appropriate and accessible format.

Please note all school policies consider the Equality Act 2010 when produced and reviewed.