

**Marple Hall High School Equality and Diversity Accessibility Plan 2015-2018**

**Improving the Physical Access at Marple Hall High School**

Item	Activity	Timescale and <i>update on action taken (in bold italics)</i>	Key Person	Further action 2017
Routes and External Level changes	Pathways to be checked daily with any issues to be addressed asap.  Minor resurfacing to take place.	On-going  <b><i>Tarmacked and compliant</i></b>  <b><i>All on file</i></b>	Site Manager	<ul style="list-style-type: none"> <li>• Far end double gates route ingress bubbling tarmac. Needs cutting out and patch repair</li> </ul>
Accessibility of staff accommodation	Investigate the need to adapt staff fixtures and fittings.	By July 2016  <b><i>Work tops in staff rooms would be slightly too high for a wheel chair user. Awkward spaces in Isherwood</i></b>	SENCO	<ul style="list-style-type: none"> <li>• Review accessibility in terms of VI and HI</li> <li>• No action required currently but adaptations should be put in place when either a member of staff has a need or when the staff areas are updated</li> <li>• Request DTLS check their office spaces for accessibility</li> </ul>
Ease of use of doors	Audit of all door furniture/handles "Can the door handle be grasped and operated easily?" Investigate automatic doors for wheelchair users in key areas.  External  Internal	By Dec 2016  <b><i>This is a significant cost. Some new fire doors are heavy and would be difficult for someone with poor gross motor skills or in a wheelchair to push open. Needing support with this doesn't encourage independent living.</i></b>	Site Manager	<ul style="list-style-type: none"> <li>• Door knobs to be changed to door handles or levers like those in art and music</li> <li>• Action plan required by July 2017 to address the needs identified</li> </ul>

		<i>Many of the doors still have door nobs rather than handles.</i>		
Lift in Bradshaw	Investigate plausibility and cost of lift in Bradshaw. Present findings to SLT.	By Jan 2016  <i>Was put on hold due to cost</i>	Site Manager	<ul style="list-style-type: none"> <li>Site manager to get an updated costing for this year. Revisit January 2018</li> </ul>
Means of Escape	<p>Personal Evacuation Escape Plans (PEEP)</p> <p>For pupils with disabilities. SENCO to identify students and plans to be written.</p>	To be done by June 2017	SENCO / Site Manager	<ul style="list-style-type: none"> <li>NBU to create PEEP for Abi Lai</li> <li>Test out fire drill using the PEEP</li> </ul>
Access to Isherwood toilet	<p>Investigate the possibility of a platform lift linking extension to main lift in Isherwood.</p> <p>Findings presented to SLT (Currently if a pupil is in the 800's, they have to travel around the whole building to access the disabled toilet)</p>	<p>Completed Jan 2017</p> <p><i>This could be a ramp rather than a lift/stairs</i></p>	Site Manager	<ul style="list-style-type: none"> <li>Cost of ramp and implantation to be completed by SM</li> </ul>
Access to Isherwood Dining Area	Level space in well of Isherwood hall so wheelchairs have equality of access.	Completed Summer 2015	Site Manager	<ul style="list-style-type: none"> <li>Cost of ramp and implantation to be completed by SM</li> </ul>
Access to Art Block.	Additional ramp to be investigated and costed in order to provide additional escape route for Art	Review completed May 2016	Site Manager	<ul style="list-style-type: none"> <li>Investigate re-tarmacking of exit route from art</li> </ul>

	rooms.	<b>All or art have doors to outside, but only 1 has a ramp. Some of the paving outside the art rooms on the fire exit route could present a trip hazard</b>		
<b>Access to site for visitors</b>	School invitations (Consultation Evenings, Plays, concerts, etc) to include a sentence requesting information in advance of any special requirements. E.g. wheelchair access.	On-going	Admin / Sue Brook	
Access to Room 100	Investigate whether another classroom can be allocated to Geography as this room cannot accommodate a wheelchair easily.	September 2016	Site manager	<ul style="list-style-type: none"> <li>This won't be changed, but pupils with accessibility needs will have to be timetabled in different rooms</li> </ul>
				<ul style="list-style-type: none"> <li><b>PE Changing Rooms – yard changing rooms aren't accessible – timetabling and use need to be investigated</b></li> </ul>
				<ul style="list-style-type: none"> <li><b>There are 3 disabled toilets and there isn't one in the current student toilets. Needs to be re-investigated so as to not segregate. Also disabled toilets should not be used by the general population</b></li> </ul>

### Improving the Curriculum Access at Marple Hall School

Item	Activity	Timescale	Key Person	Further action
Medical needs	Staff provided with relevant medical information to support students with on-going and serious medical issues.	Regularly updated	JHY/DGR	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Perhaps investigate use of a different IHP form</li> </ul>
Monitoring	<p>Identify all pupils with access needs on SIMS system to enable data on progress to be monitored.</p> <p>Monitor pupils on a regular basis, analysis of attainment, patterns of exclusion and attendance.</p> <p>Access plans available for all staff</p>	On-going	SLT (CGR/IME) SENCO	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Merge the IBP, access plan and IHP for easier accessibility to information</li> <li>• Investigate putting access plans on mint class</li> </ul>
Training for Awareness Raising of Disability Issues	<p>Provide training for governors, staff, pupils and parents</p> <p>Raise awareness through: Inset, assemblies, PSE programme, curriculum.</p>	Rolling programme of Inset	SENCO	<ul style="list-style-type: none"> <li>• Unsure if disability awareness training has been done, so investigate this for staff INSET</li> <li>• ADHD training</li> <li>• SEND on CPD programme at least 3 times a year – any individual CPD activities need to have one session focussed on the impact on SEND pupils</li> </ul>

**Improving the Delivery of Written Information at Marple Hall School**

Item	Activity	Timescale	Key Person	Further action
Availability of written material in alternative formats	<p>Make available school brochures, school newsletters and other information for parents in alternative formats if needed.</p> <p><i>School has not had any requests for adapted materials. Currently materials would be reproduced on A3 format. We have discussed that if requests are made there may be a time lag in getting them out. Brochures that are printed externally would be difficult to produce in alternative sizes. Also, information booklets may be difficult for parents with literacy difficulties to access.</i></p>	As and when needed.	Admin	<ul style="list-style-type: none"> <li>• Note on website to contact school if alternatives are required.</li> <li>• NBU to contact sensory support service to request advice on printed materials.</li> <li>• Investigate audio-visual versions of print brochures being places on school website</li> </ul>
Accessible Website	<p>Improve accessibility to School website by investigating possibility of and costing the following:</p> <p>Provide a text equivalent for every non-text element (e.g., via "alt", "longdesc", or in element content). This includes: images, graphical representations of text (including symbols), image map regions, animations (e.g., animated GIFs), applets and programmatic objects, ascii art, frames, scripts, images used</p>	September 2016	Network Manager / Business Manager	<ul style="list-style-type: none"> <li>• Investigate cost effectiveness of audio-visual capacity on new website.</li> <li>• Input the technical capacity into the new website, if cost-effective</li> <li>• New content to have read aloud content</li> <li>• Investigate making the SEND information existing on the website read aloud formatted</li> <li>• Training for Sue and Catherine on technical aspects of accessibility</li> </ul>

	<p>as list bullets, spacers, graphical buttons, sounds (played with or without user interaction), stand-alone audio files, audio tracks of video, and video.</p> <p>For when tables are used: For data tables, identify row and column headers.</p> <p>For when multimedia is used: For any time-based multimedia presentation (e.g., a movie or animation), synchronize equivalent alternatives (e.g., captions or auditory descriptions of the visual track) with the presentation.</p> <p><b><i>The current school website has the technical capacity for text equivalents, but this has not been added.</i></b></p>			<ul style="list-style-type: none"> <li>• Investigate parental and pupil involvement in designing accessibility of the new website</li> <li>• Develop the accessibility of the SEND information section of the website so it is more user-friendly for stake-holders to navigate, read and understand</li> </ul>
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