



ACCESSIBILITY PLAN

MIDDLEWICH HIGH SCHOOL

Updated November 2023

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“Schools and the Education Authority must not discriminate against students with special educational needs due to their disability. They should promote the inclusion of special educational needs students in their admission arrangements and in all aspects of school life”
(www.nidirect.gov.uk/articles/school-accessibility#skip-link: 4/9/2018)

The definition of SEND

A child or young person has SEND if:

- they have a learning difficulty or disability which calls for special educational provision to be made for them

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Assessment of need

Referrals for additional needs assessment can be made to the SENDCo and Deputy SENDCos via a desktop link. Following referral Middlewich High School implements a range of assessments in order to identify need. Where an additional need has been identified, this will be discussed with parents / carers/carers to discuss next steps. This is then recorded on the SEND register.

Students' needs can also be assessed through statutory assessment with the Local Authority via a referral for an Educational Health Care assessment, if consistent and on-going need proves to exceed the parameters of the resources which can be accommodate within the £6,000 element 2 budget.

Reasonable Adjustments

Schools must remove the barriers they faced by students because of their disability or additional need so that they can access and participate in education in the same way, as far as is possible, with their peers who do not have a disability or additional need. This responsibility applies to practices or rules the school has and to the need to provide support to a student who reasonably needs it. The Equality Act calls this the duty to make 'reasonable adjustments'

Examples of Reasonable adjustments include, but are not limited to (as stated in the Cheshire East Toolkit for SEND)

- Allowing a student to wear a different item of uniform, or a different fabric
- Depart from standard behaviour policy by making changes to support those who may be anxious and show this in their responses to a sanction
- Enabling optimum access to school trips
- The addition of ramps and modifications to the physical environment
- Ensuring that appropriate access arrangements are in place to support tests and examinations
- Adjustments to classroom seating and positioning
- Provision of sensory resources to support sensory processing needs
- Allowing for alternative methods of recording and assistive technologies
- Provision of appropriate, alternative seating in the classroom
- Provision of sensory room