



Accessibility Policy

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Governors' Committee: Pupil Welfare
Next Review Date: September 2027

Introduction

Confidence Purpose Respect

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, school governing bodies have had three key duties towards pupils with a disability, under part for of the DDA:

- Not to treat pupils with a disability less favourably for a reason related to their disability;
- To make reasonable adjustments for pupils with a disability, so that they are not at a substantial disadvantage;
- To plan to increase access to education for pupils with a disability.

This plan sets out the plan of the school to increase access to education for pupils with a disability in the three key areas required by the planning duties of the DDA:

- Increasing the extent to which pupils with a disability can participate in the curriculum;
- Improving the environment of the school to increase the extent to which pupils with a disability can take advantage of the education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who do not have a disability.

It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised appropriately.

This plan contains a set of action plans showing how the school will address the priorities identified in the plan.

Definition of Disability - Disability is defined by the DDA as: *"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."*

The purpose and direction of the school's plan:

Carnforth High School seeks to be a fully inclusive school which aims to give every pupil the opportunity to access a full and broad curriculum and feel valued and included within the school community.

We promote the achievement and individuality of all our pupils irrespective of ethnicity, attainment, age, disability, gender, or background.

This plan is to be read in conjunction with the Carnforth High School's policies, all of which are published on the school's website:

We are committed to offering equal access to the curriculum for pupils with a disability, ensuring that those with a disability are as, equally, prepared for life as are those pupils who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after- school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

We aim to actively seek to remove any barriers to learning that can hinder or exclude pupils. This means that equality of opportunity must be a reality for all our pupils:

- All genders
- Minority ethnic and faith groups
- Pupils needing support to learn English as an additional language
- Pupils with special educational needs
- Pupils who are vulnerable.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or

best efforts.

Information from pupil and staff data indicates that we currently have pupils and staff from a range of backgrounds and with a diversity of need.

We liaise closely with parents and professionals to ensure we provide the right care for their needs. We also collect information from Primary Schools and other educational settings prior to pupils' starting in Year 7 (or at other times in the year) so that we are prepared for their needs when they begin school.

Main Priorities of the Plan

We take advice on support for pupils with disabilities and work with experts to ensure pupils have the necessary support to include them fully in the life of the school.

The Action Plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The SENCo has an overview of the needs of pupils with a disability
- There are high expectations of pupils with a disability
- Successful practice is shared within the school
- This plan is reviewed annually
- Pupils, staff, parents and Governors are consulted on the outcome and progress of the accessibility plan ensuring its development.

Access to the Physical Environment

TARGETS	STRATEGIES	TIMESCALE	STAFF	SUCCESS CRITERIA
The school is aware and acts upon the access needs of all children, staff, parents and governors with a disability	Information requested from previous schools about any pupil SEND needs or medical history. Information gathered on staff SEND/medical needs. Parental questionnaires are completed informing us of any pupil's medical and SEND needs. Details of reasonable adjustments are provided on pupil passports which are viewed as 'live documents' and reviewed and updated when required. The SEND department review all information and can arrange for a meeting with the pupil and family before the point of transition. Where the pupil has an Education, Health and Care plan, the SENDCo or Assistant SENCo attends the relevant review prior to the point of transition if required. Risk assessments are completed for pupils where necessary and disseminated to appropriate staff.	As necessary Induction of new staff/governors Annually + on admittance of new pupils Annually and where necessary On going As necessary As necessary	SENCo, Assistant SENCo Business Manager Pastoral Team Office Team SLT AN	Health Care Plans in place for pupils and risks assessments for others as necessary Staff and Governors and Parent/carer access needs met Up to date SIMS information & data base Staff awareness of access issues

Ensure all pupils/staff and visitors, with disability, can be safely evacuated	Ensure Personal Emergency Evacuation Plan (PEEP) are in place for pupils with SEND and staff with disabilities as appropriate have been completed by the Trust's Compliance Company Annual review to ensure all staff are aware of their responsibilities in the case of an emergency evacuation	September and as new pupils with additional needs are accepted onto Carnforth High School's roll September	SENCO, Business Manager SLT, SENCo All Staff JGR AN	Fire evacuation plan and training for all staff is completed thus ensuring all pupils with disability and staff working alongside them are safe in the event of a fire PEEP assessments completed and action taken for those with a disability Site safe for exit by pupils and staff with a disability

Improve access and movement of pupils/staff and visitors with disability	A lift providing access to all floors and all areas of the school. There are several ramps across the site that provide access into and around school.	Ongoing	Site team	Improvements seen in school: Toilets have handrails in contrasting colours for high visibility.
	An accessible toilet is available close to reception. Environmental audit considers toilet to be appropriate for both VI and physically disable persons	On going	JGR Site Team, Business Manager	Yellow / orange strips on stairs, difference in floors to highlight changes in flooring or approaching ending stairs.
	Signage is accessible to staff Duty staff to wear high viz jackets to increase visibility	As required		Bollard in dinning room and on corridors to have contrasting strip to improved visibility of immoveable objects such as structural posts
	Environmental audits are conducted by advisory services such as the Visual Impairment or Hearing Impairment Team, Occupational Therapy, Physiotherapy etc and advice acted on. Where appropriate, pupils have access to physical aids such as adapted equipment and tools in appropriate subject areas	As required	SENCo / Assistant SENCo AN	Outside steps and difference in floor levels highlighted with contrasting strip of paint. Internal floor surfaces are even. Trip hazards identified and removed etc. External floor is free from trip hazards clearly marked

Access to the Curriculum

TARGETS	STRATEGIES	TIMESCALE	STAFF	SUCCESS CRITERIA
Ensure equality of access to IT resources	Alternative hardware/software resources available to ensure access to curriculum Laptops available in school to enhance the learning process, and to assist identified pupils with handwriting and recording difficulties.	As necessary – on-going	SEND Department Pastoral Team The Wave manager AN ICT manager	Hardware and software meet needs of all pupils access to IT resources
Classroom teachers and support staff appropriately trained in supporting SEND	Curriculum intent through long/medium/short term planning which demonstrates CPD activities are available for staff at regular points throughout the year. This includes Autism awareness, and supporting pupils with ADHD Whole staff training is provided to share information on individual pupils Updates are made available to staff, by the SENDCo and Assistant SENDCo, via staff briefings or TAP meetings.	Annual CPD Updated after termly reviews On going On going	SLT SENCo Inclusion Team The Wave manager AN	Within whole school QA pupils with SEND are being supported to access the curriculum

Ensure involvement of all pupils in full curriculum including PE and educational visits	Ensure venues and the PE curriculum are assessed for suitability of provision Information gathering and provision to parents/carers on accessible extra-curricular sports provision Parents can make an appointment to see the SENDCo, Assistant SENDCo or member of the Pastoral Team by contacting the school Where appropriate, a modified or alternative curriculum is provided to ensure pupils have equal opportunities to achieve.	Annual and as new pupils with additional needs are accepted onto roll	Class Teachers / EVC SENCo Assistant SENDCo JGR AN	All pupils take full part in whole curriculum and are included in visits Increased participation of pupils with disability in extra-curricular provision
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High-quality T&L provision for pupils with SEND	Regular targeted monitoring of achievement and T&L provision for pupils with SEND SEND Reviews are carried out in line with statutory guidance for reviews. School follow the examination board guidelines to put into place Access arrangements that are appropriate and meet the needs of the individual pupil. Literacy intervention is available through timetabled lessons and activities and is a priority of the school designed to promote independent learning and curriculum access. All EHCP's are reviewed on an annual basis.	SEND reviews are held 3 times per year and placed on the school calendar Annual Reviews are held annually at transition points within the calendar	SEND Department Inclusion Team SENCo Assistant SENCo	Increase in achievement with SEND
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