

Accessibility Policy

We are proud to belong to the Carr Hill Community where we pursue excellence through commitment, aspiration, resilience and respect

Purpose

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

We promote an inclusive environment where students love the challenge of learning and are resilient to failure.

We are committed to working together with all members of our school community. We believe in achievement for all. We want all adults and students to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and aim to be responsive to the diversity of students' backgrounds, interests, experience, knowledge and skills, so that all students regardless of individual need make the best possible progress.

The plan will be made available online on the school website and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Action plan 2019-2021

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Timescale	Success criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p>	<p>Further enhancement of social inclusion of students with disabilities.</p> <p>Implementation of systematic and effective supportive intervention programs needed to improve social acceptance of students with intrinsic disabilities enhancing social interaction.</p> <p>Reduce anxiety and behaviour problems.</p> <p>Improved access to community resources.</p>	<p>Promote mutual and social acceptance through assemblies, PSHE, inset for staff.</p> <p>Identify and run intervention programs in small groups working with TAs during mentor time and using outside agencies.</p> <p>Invite external agencies to drop in clinic and time out for parents</p> <p>Refresher for TAs. Program adapted by JDN and run by SEND services.</p>	SENCO	Ongoing In place for Oct 2021	<p>Improved awareness of social inclusion also evident in displays around school.</p> <p>Improved behaviour, collate evidence from an audit.</p> <p>Improved access to curriculum for all students.</p> <p>Reduced behavior incidents for SEN and additional needs students.</p> <p>Improved progress for Autistic who find difficulty in processing</p>

	The curriculum is reviewed annually to ensure it meets the needs of all students.	Improved deployment of TAs to support and staff for maximum impact.	All have access to an assistive device where appropriate. Improve variety of displays representing diversity of our community.			transient auditory information. Reduced anxiety for with disabilities, evident through an audit. Increased interaction with peers. Development of interpersonal relationships. Maintenance of relationships for family friends and community.
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: <ul style="list-style-type: none"> • Elevators in 2 buildings • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	Audit classrooms and layout for specific groups of students identified by JDN Longer term plans: Improve reception facilities allowing more space creating a more comfortable environment for all	Re-arrange rooms to better suit the needs of SEN students creating maximum impact and progress and provide a safe environment for all SEND team to come in and carry out an independent audit	SENCo Business Manager Site team	Reception area complete by September 2019 Classroom environment Ongoing Audit complete by May 2019	Provide a safe working environment suitable for SEN and additional needs. Achieve maximum impact in progress by changing the environment to gain focus.

						All students placed in a suitable environment where they can access their learning to suit their specific needs i.e. location of seating to address visual or auditory issues.
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Videos • Modelling • Direct access to strategies for individuals. <p>We use a range of tests to establish stage of learning.</p>	<p>Promote a systematic approach by the use of work systems providing opportunities for all students to produce work independently.</p> <p>Adopt a bank of appropriate fonts to communicate with , parents/carers, outside agencies and the local community</p> <p>SLCN effects the largest group of 12- in the UK.</p> <p>The second largest group in 12 +, the first being autism, however</p>	<p>Develop work systems and visual schedules as they are crucial to reduce anxiety and behaviour problems.</p> <p>Monitor staff using words, videos and pictures within lessons.</p> <p>Implement a form of Makaton, Picture Exchange Communication Systems.</p>	<p>SENCo</p> <p>SENCo</p>	<p>Sept 2021 Ongoing</p> <p>July 2021 Ongoing</p>	<p>Improved variety of appropriate curriculum resources for SEN students, monitored by JDN leading to improved access to school work for all students.</p> <p>Students with disabilities are prepared for school life as are able bodied students.</p> <p>Improved identification of SLCN/Access Arrangements/touch typing</p> <p>Improved access to the curriculum for all.</p>

	Interventions for spelling, dyslexia are in place	SLCN is a huge part of Autism.				Improved academic as well as social and emotional progress.
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		Behavior Support	various behaviour support packages.	AHT Behaviour	June 2019	
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Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governors and the head teacher

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Special educational needs (SEND) policy
- Supporting students with medical conditions policy
- Teaching and Learning policy
- Behaviour policy

October 2019

Linda Nulty
Chair of Governors

Rachel leaper
Chair of Pupils, Standards and Curriculum Committee

Appendix 1: Accessibility audit

Background Information

Carr Hill High School is the local authority high school for Kirkham and the surrounding villages. The original school buildings were built in 1957. Some additional buildings have been added since then. Today the school has approximately 1,200 on roll. The students attending the high school are in the age range 11-18 years old.

The main school building has been extended to add a two storey Sixth Form building. There are some separate buildings behind the main building, two porta cabins, and a sports dome.

The Main Entrance to school

There are two disabled parking spaces outside the main entrance to the school. There is a curb from the parking spaces to the path that leads to the main entrance doors. A tarmac ramp has been laid to provide a slope to negotiate the curb. There is a painted white line along the edge of the curb to highlight it.

There are two doors to the main entrance that leads into the reception area. One of these doors is bolted on the inside while the other door opens manually.

The reception area is small and quite confined. There are two chairs against the opposite wall as you enter the area. On entering the reception area there are three wide steps to the left taking up the width of the area and leading to double doors that open onto a hall area called the Allen Wood Studio. This area is used for dance classes, exams, and for parents to gather at parents' evenings or performances. The reception desk is to the right hand side as you enter the reception area. The reception desk curves around to the wall on the right hand side of the reception area. A door leads from this wall through to offices. After the two chairs against the opposite wall as you enter, there is a short staircase of four steps leading downwards.

The height of the ceiling of the staircase is low and there is a warning sign telling people to mind their head when going down the steps.

Accessibility Issues

The white line along the curb from the car park to the path that leads into the main entrance needs to be re-painted as it has worn away.

The low ramp is made from tarmac and although it is low it is not highlighted and so potentially it could be a trip hazard.

There is only one entrance door to the reception area that can be opened independently by a visitor or pupil in a wheelchair. The reception staff would have to unlock and open the second door in order to accommodate a wheelchair through the main doors.

A parent or pupil entering the reception area in a wheelchair would not be able to access the rest of the building from this point and so could not enter with other parents, or peers if a pupil. A member of staff in a wheelchair would not be able to enter the building from this point.

Main school building

On entering the school building from the main reception there are three wide steps leading to double doors which open onto the Allen Wood studio. This is a small hall with doors to the main school hall and doors that lead into the dining room.

The Allen Wood Studio has double doors that lead to the school hall which are facing on the opposite wall as you enter the studio from the reception area. There are two sets of double doors leading from the left hand side of the studio into the dining room. There is a single fire door at the far end of the dining room and near to the serving counters. This door is not opened apart from for fire/ evacuation or practice owing to safeguarding concerns.

Double doors lead from the dining room to the ground floor of the Sixth Form building. A wide corridor area has toilet blocks and a disabled toilet. Then another door leads into the sixth form study area. A doorway from this sixth form study area leads to a staircase and a door to the outside path which leads into the school yard. There is a slope to the sixth form block however there are steps to access this area from the car park. Next to the disabled toilet there is a lift to the first and second floors of the sixth form building. On the first floor there are four classrooms and two offices. The doors to these rooms are wider than doors in other parts of the school. On the second floor of this building there is a conference room that is used by staff and is directly accessed from the lift.

The hall is accessed from the Allen Wood studio via double doors. As you enter the hall from this direction there are double doors to the right hand side leading to a corridor and two sets of double doors on the left hand side which lead outside to a courtyard. The gymnasium and boys' changing room are accessed from the corridor. There are double doors to the gymnasium but a single doorway to the boys' changing room. The girls' changing room is accessed via a staircase and also has a single doorway.

The English classrooms are accessed from the corridor at the side of the hall and via a staircase to the first floor. The staircase is a narrow two person width staircase and there is a one-way system in place in the corridors and staircases. There isn't a lift to the English rooms.

The math's studio and classrooms have single doorways. There are double doors leading into the math's area from the outside yard. There is a large mat at this entrance which is fixed down with rubber strips. There is a grid on the floor of the corridor that leads to the steps at the back of the reception area. This grid has been taped at the edges but some of the tape has loosened.

Separate buildings

There are a number of subject area buildings which are separate to the main building and sit either behind it or at the side. These consist of the Hub, the technology centre, the arts block, two science blocks, two porta cabins and the sports dome.

The Hub

The Hub is a separate modern building to the main school building and it houses the humanities subjects and business studies on the ground floor. On the first floor there are ICT class rooms, the library and a nurture classroom. There is a lift to the first floor and a disabled toilet near to the lift. The disabled toilet was locked on the day of this audit and a member of staff had the key. There is also a disabled toilet on the ground floor of the Hub.

There are double doors that lead from the landing on the first floor to the library. The nurture room at the end of the library has a wide single doorway. Next to this room there is an ICT suite with work benches fixed to the wall with computers on them. At one end of the bench there is a standalone table which is slightly higher than the benches.

At the opposite end of the building to the library there are ICT classrooms on the first floor and business studies rooms on the ground floor. The doorways in this part of the building are narrower and may be a problem for larger wheelchairs to access.

Technology centre

This block is all on the ground floor. The entrance is wheelchair accessible via a ramp. There are three work rooms and one has benches that can get their legs underneath.

There are technicians on hand to support with using the equipment and there is room to move alternative benches in if required by a student/ member of staff. There is easy access from this block into the yard.

The Arts block

There is a ramp and also three steps up to the door to the Arts block. The white painted strip on the edge of the steps has worn away. This is a three storey building.

On the ground floor there are music rooms. The first floor is for Art lessons and the second floor for drama and arts. The first and second floors are accessed via a staircase. The doors to the rooms are single doorways.

The doorframes would accommodate small to medium sized wheelchairs but not large adult sized wheelchairs. The first and second floors are inaccessible for anyone in a wheelchair or with significant mobility issues.

The Science blocks

There are two buildings for the science rooms. One is a modern building and the other is older and due to be refurbished.

The modern building has a ramp at the side of the building. There are four entrances with double doors to this block. The doors to the classrooms are wide. One of the science labs has benches that are height adjustable.

There are two narrow doors within this building which would restrict anyone in a wheelchair. The older science block has steps and a ramp at the entrance. The doorways into the four labs in this building are too narrow for a wheelchair.

The floor at this entrance to the building is a trip hazard particularly for anyone with a physical difficulty or visual impairment.

There is a tarmac ramp by the door to the technician's room. It is not highlighted with paint or a handrail. Someone with a visual impairment would not be able to see this ramp and so this could be a hazard.

Two porta-cabins

There are two porta-cabins at the side of the gymnasium and next to the sports dome. One is used for RS classes and the other is split into two sections. One section is a small support room and the other is an exclusion unit. Both of these buildings are accessed via steps.

Both buildings are inaccessible for someone with mobility difficulties or in a wheelchair.

There is a ramp set between two sets of steps that lead from the yard to the steps into the porta cabins.

The Sports Dome

The sports dome can be accessed from the school yard via a ramp between two sets of steps. The building is all on ground floor level with double doors and easily accessible from the yard.

However, the yard can only be accessed via short flights of steps from various points around the school yard and grounds.

Summary of areas that present with accessibility difficulties

Main Entrance –

- A student, parent or member of staff using a wheelchair would not be able to enter the school reception area independently as they cannot open both doors without help from the reception staff.
- The floor space within the reception area is very limited and it would be difficult to turn an adult sized wheelchair around, particularly if there were other people waiting in this area.
- Having entered the reception area a wheelchair user could not access the rest of the school building as there are steps up into the main part of the building and some steps down to the math's department.
- In order to access the building a wheelchair user would have to enter via a fire door which would involve the site caretaker to open/ close the fire door.
- There is nowhere accessible from the reception area for a parent who is a wheelchair user to have a private meeting with staff.

Ramps-

- There is a tarmac ramp to the main entrance and one by the technician's door at the side of the older science block. These ramps are not highlighted or marked and could potentially be a trip hazard particularly for someone with a visual impairment.

Doorways-

- Most of the doorways are wide enough to enter a building but some of the older buildings have narrower single doorframes which may not accommodate an adult size wheelchair.
- Many of the doors leading in and out of the buildings would be difficult for someone in a wheelchair to open independently.
- Classrooms in the newer buildings tend to have wider doorways but some of the doorways in the older classrooms may be difficult to get an adult size wheelchair through.

Disabled toilets –

- There is one disabled toilet situated on the ground floor of the sixth form building, one on the ground floor of the Hub and one on the first floor of the Hub. On the day of the audit visit the toilet on the first floor of the Hub was locked and a key had to be obtained from a member of staff.
- The disabled toilets have support bars, lower sinks and hand dryers. Although a drop down support bar is missing from the disabled toilet in the sixth form block. However, there is not a changing bed or hoist available for anyone who is unable to weight bear and needs to be hoisted on to the toilet.
- There may not be enough room in one or two of the toilets to turn an adult sized wheelchair so that it sits alongside the toilet.

Lifts –

- There are lifts in the sixth form building and in the Hub, but the upper floors of the main building, the Arts building and the girls' changing room above the gym are inaccessible to anyone using a wheelchair or with mobility difficulties.

Changing rooms –

- The boys' changing room is accessed through a narrow doorway which would not accommodate a wheelchair.
- The girls' changing room is up a flight of stairs and inaccessible to anyone with mobility difficulties or a wheelchair user.
- There is no changing room specifically for anyone with a disability or medical condition and who may require a greater degree of privacy.
- School yard and grounds –
- From the main entrance the school yard can only be accessed via short flights of two to three steps in various places. This makes entering the school building inaccessible to anyone who is a wheelchair user as they cannot enter from the reception area and they cannot enter from the grounds at the front of the school.
- There are areas of school yard between the separate buildings that can be accessed easily however in some places the tarmac is uneven and could be a trip hazard for anyone with mobility difficulties or a visual impairment.

Classrooms and laboratories –

- Many of the rooms and laboratories have sufficient room to accommodate a wheelchair but some rooms are smaller and it would be difficult to turn a wheelchair around in the limited space.
- Table heights may have to be adjusted for a student using a wheelchair.

Recommendations to develop accessibility

Main entrance

- Automatic opening double doors
- Larger floor space area for the reception area and waiting room
- An enclosed meeting room within the reception area that is wheelchair accessible so that parents, and professionals who are wheelchair users can meet with staff in privacy.
- A wheelchair lift attached to the side wall to lift wheelchairs up the three steps to access the Allen Wood Studio.
- Doors into the Allen Wood Studio would need to open inwards in to the studio.
- A wheelchair lift attached to the wall of the flight of stairs down to the math's department from the reception area.
- The ramp from the car park to the entrance should be highlighted.
- The white strip of paint along the edge of the pavement outside the entrance needs to be repainted.
- Grounds and school yard
- It may be possible to change some of the areas where there are two or three steps from the front of the school into the yard so that they are short ramps instead of steps.
- This would allow access to the yard from the front of the building and access from the building to the sports dome.
- A concrete ramp would need to be ridged so that it is not slippery in wet or icy weather.
- The tarmac needs to be repaired in places so that it is not a trip hazard and so that a wheelchair can cross it without any difficulties.

Disabled toilets

- In order to be fully inclusive and accessible the school needs to have a disabled toilet and toilet changing room.
- This should have a changing bed and a ceiling track hoist in addition to a toilet with support bars, low level or adjustable height sink and a low level hand dryer.

- The room should be wide enough and long enough for an adult size wheelchair to turn around/ back up next to the toilet.
- It should be wide enough to accommodate the changing bed if it needs to be pulled out and away from the wall so that support staff can access each side of the bed.
- It should be wide enough to accommodate a wider changing bed for a student who needs to do their physiotherapy exercises on the bed or a student who needs to have a rest and change of position rather than sitting in their wheelchair all day.

Changing room

- There needs to be a changing room available for with a disability who may need to be hoisted and / or need privacy and supported seating in order to change for PE.
- Some may have medical conditions and would require privacy when changing.
- The current changing rooms for both boys and girls are inaccessible to any student who is a wheelchair user and to any girl with mobility difficulties as the girls' changing room is accessed via a flight of stairs.
- Lifts
- There are lifts to upper floors in the sixth form building and in the Hub. However, a student who is a wheelchair user would not be able to access the art rooms and drama studio or the English and humanities classrooms. The Inclusion team and management team should plan how they would make these subjects accessible to a student or member of staff with mobility difficulties or who is a wheelchair user.

Completed by Christine O'Brien Date: 28.02.18
SEND Specialist Teacher

Further information on future courses can be found [here](#) and further information on the Traded Team can be found [here](#) Link to SEND Traded Team information

Last Reviewed : Oct 2019

Next Review: Oct 2020

