



Central Lancaster High School

Accessibility Plan 2021-2022

Introduction

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 students with a disability, under part for of the DDA:

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

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

- Increasing the extent to which students with a disability can participate in the curriculum;
- Improving the environment of the school to increase the extent to which students with a disability can take advantage of the education and associated services;
- Improving the delivery to disabled students of information which is provided in writing for students 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:

Through our Vision and Values at Central High School, we are committed to giving all of our students and staff every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum and have high expectations for all students and staff.

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

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

- Equality Policy,
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Behaviour for Learning Policy

We are also committed to offering an increase in access to the curriculum for students with a disability, ensuring that those with a disability are as, equally, prepared for life as are those students 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 students in accessing the curriculum.

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

- Girls and boys
- Minority ethnic and faith groups
- Students needing support to learn English as an additional language
- Students with special educational needs
- Students who are vulnerable.

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

Information from student and staff data indicates, we currently have students and staff from a range of backgrounds and with a diversity of need; ADHD, ASC, asthma, diabetes, epilepsy, Sensory Impairment (hearing and or visual), physical disabilities including wheel chair users, and students and some with rare syndromes and complex medical needs.

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 students' starting in Year 7 (or at other times in the year) so that we are prepared for their needs when they begin school.

We offer access to Occupational Health for our school staff where appropriate.

Main Priorities of the Plan

We take advice on support for students with disabilities and work with experts to ensure students 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 students with a disability
- There are high expectations of students with a disability
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the school and between partner schools
- This plan is reviewed annually
- Students, 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	RESPONSIBILITY	SUCCESS CRITERIA
The school is aware and acts upon the access needs of all children, staff, parents and Governors with a disability	<p>Create access plans for students, staff, parents and Governors when required</p> <p>Survey of staff to ensure access needs are met</p> <p>Data collection sheet to establish access needs of parents/carers</p> <p>Dissemination of relevant information to all staff, parents and students</p>	<p>As necessary</p> <p>Induction of new staff/Governors</p> <p>Annually + on admittance of new students</p> <p>Annually and as necessary</p>	<p>SENCo, Business Manager</p> <p>School questionnaire</p> <p>Office Team</p> <p>SENCo, SLT</p>	<p>Healthcare plans in place for students and risks assessed for others as necessary</p> <p>Staff and Governors and Parent/carer access needs met</p> <p>Up to date SIMS information & data base</p> <p>Staff awareness of access issues</p>
Ensure all students/staff and visitors, with disability, can be safely evacuated	<p>Ensure Personal Emergency Evacuation Plan (PEEP) are in place for students with SEND and staff with disabilities as appropriate</p> <ul style="list-style-type: none"> • Annual review to ensure all staff are aware of their responsibilities in the case of an emergency evacuation • Egress routes visual check done daily 	<p>September and as new students with additional needs are accepted onto Central Lancaster High School's roll</p> <p>September</p> <p>Daily</p>	<p>SENCO, Business Manager</p> <p>SLT, SENCo</p> <p>Site Team</p>	<p>Fire evacuation plan and training for all staff is completed thus ensuring all students with disability and staff working alongside them are safe in the event of a fire.</p> <p>PEEP assessments completed and action taken for those with a disability</p> <p>Site safe for exit by students and staff with a disability.</p> <p>Fire muster point accessible for all persons or alternative muster point established</p>

<p>Improve access and movement of students/staff and visitors with disability</p>	<p>Flooring in main block stairwells are safe and secure Disabled Access to the buildings and upper floors Floor surfaces both in and outside the building are safe for both VI and physically disable persons</p> <p>Signage is accessible to staff/ students/parents/careers who are VI, colourblind, have low reading skills/English as an additional language</p> <p>Complete VI and HI audits and act on advice</p>	<p>For September and as site is updated</p>	<p>Site team</p> <p>SENCo, Site Team, Business Manager</p>	<p>Improvements seen in school: Yellow strips on bollards, stairs & door access points. Curb edges are marked in white Improved visibility of immoveable objects such as structural posts</p> <p>Internal floor surfaces are even. Trip hazards identified and removed etc.</p> <p>External floor is free from pot holes with trip hazards clearly marked</p> <p>Alternative routes to avoid stairs outside the building have even surfaces and provide ease of passage</p> <p>Door signage includes visual and tactile information with a strong colour contrast</p> <p>Height of signage wheelchair friendly</p> <p>Missing window blinds fitted in classrooms and in good working order</p>
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Access to the Curriculum

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Ensure accessibility of access to IT resources	Alternative hardware/software resources available to ensure access to curriculum	As necessary – on-going	SEND Department	Hardware and software meet needs of all students access to computer reader/reading pen/ iPad/laptops
Classroom teachers and support staff appropriately trained in supporting SEND	<ul style="list-style-type: none"> • Audit of specific staff need through appraisal • CPD provision on basis of need 	Annual CPD Annual CPD	SLT SLT	Increased staff confidence and quality
Ensure involvement of all students in full curriculum including PE and educational visits	<p>Ensure venues are assessed for suitability of provision</p> <ul style="list-style-type: none"> • Information gathering and provision to parents/carers on accessible extra-curricular sports provision • PPG and EHCP support for additional support for extracurricular clubs 	<p>Annual and as new students with additional needs are accepted onto roll</p> <p>Annual and as new students with additional needs are accepted onto Central High School's roll</p> <p>Annual and as new students with additional needs are accepted onto Central High School's roll</p>	<p>Class Teachers / EVC</p> <p>SENCo to co-ordinate where required</p> <p>SENCo to co-ordinate where required</p>	<p>All students take full part in whole curriculum and are included in visits</p> <p>Parents/Carers aware of sports provision outside of the school for students with a disability</p> <p>Increased participation of students with disability in extra-curricular provision</p>
High quality T&L provision for students with SEND	Regular targeted monitoring of achievement and T&L provision for students with SEND	Reviewed at times of scheduled year group data collection	SENCo	Increase in achievement of students with SEND

Access to Information

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Provide information in a form that is appropriate to all students and parents/guardians.	Information will be available on request and on our web-site. When required we will provide the information in a format that best makes it accessible to the person with additional needs e.g. <ul style="list-style-type: none"> • in different formats e.g. large print, braille, coloured paper etc. • available on the internet and school web page • guidance to staff on disability and accessibility information • make information available in other languages (if required) 	On-going	SENCo	All parents/carers and students can easily access all the information Ensure that all students have access to the same level of information
Improve signage within the school	Review Signage / build into maintenance plan <ul style="list-style-type: none"> • Include symbols on signs where possible 	On-going	Site team Business Manager	Clear instructions for everyone
Report Annually to parents/carers and other stakeholders on access for the disabled	Include information within the reporting structure to Governors and parents via plan	On-going	SENCo	Information provided is clearly presented, including to parents/carers with a SEND