



**CARISBROOKE HIGH SCHOOL
ACCESSIBILITY PLAN**

1. Introduction

- 1.1 This plan has been drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).

It draws on the guidance from the following publications:

- Accessible Schools: Planning to increase access to schools for disabled pupils (DfES 07/02)
- Getting it right for future generations" (Four S SCC 04/03)

2. Definition

- 2.1 Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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."

3. Key Objective

- 3.1 To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

4. Principles

- 4.1 Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

- 4.2 The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favorably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan (Appendix A)

- 4.3 The school will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive.

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

5. Activities

5.1 Education & related activities

The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisers and SEN consultants, and of appropriate health professionals from the local NHS Trusts.

[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]

5.2 Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

[See checklist on page 30 of DfES Guidance as above]

5.3 Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

[See checklist on page 30 of DfES Guidance as above]

6. Action Plan

- 6.1 The school will publish an Action Plan outlining short, medium and long term targets to ensure the aims of the Key Objective of the accessibility Plan is met (Appendix A).

7. Linked Policies

- 7.1 This Accessibility Plan will contribute to the review and revision of related school policies
- School Development Plan (including premises)
 - Staff Development Plan
 - SEN Policy
 - Equal Opportunities Policy
 - Curriculum Policies
 - School Accessibility Policy

8. Targets Achieved

8.1 The school has made significant changes to the accessibility of the site and surrounding grounds along with the accessibility of the curriculum the school delivers. This has been made possible through the priorities set within previously agreed accessibility plans these include:

- Concrete ramps have been installed to link areas with split levels.
- Two adjustable sinks have been installed in the Art Block and one adjustable height laboratory bench in Science Block.
- Two mechanised Wheelchair Ramps have been installed to join two split level areas of the site.
- Several disabled toilets are installed around the site and are correctly signed.
- SEN department relocated to ground floor for higher availability for wheelchair users.
- Some external work has been carried out to provide sloped path access to split level areas in West Block.
- Sixth Form Common Room has Evacuation Refuge
- Wheelchair handling was recognised as a training issue and staff from St Georges have trained a number of school staff.
- A safe wheelchair route between East Block and West Block has been established so as to avoid major slopes.
- Additional lighting installed to main and west block car parks
- Additional outside lighting installed to the across the site to provide higher LUX levels
- Resurfacing of many cracked pathways and roadways
- All door lips removed for unimpeded access to ground floor classrooms
- The entire curriculum can be delivered using the ground floor only (achieved by some classes being taught out of specialist rooms)
- Established for Year 8 students have a three day induction period whilst still at Middle School. This is designed to familiarise them with our large site. Students with Special Needs are flagged in advance of this Induction.
- Main Reception and Entrance are adequately signed
- 3 Permanent disabled Parking Bays have been established and are regularly re-marked

9. Current Plans

9.1 For the latest planned accessibility targets and time frames please see Appendix A – Accessibility of the site, Appendix B – Access to curriculum.

10. Plan Availability

10.1 The school makes its accessibility plan available in the following ways:

- A copy is held in the school offices alongside the H&S documentation
- A copy is posted on the school website
- A copy can be emailed or posted on request

10.2 The plan is also available in a high contrast and large print size format upon request please contact the main office for further details.