



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

ACCESSIBILITY PLAN

Introduction

This Plan is drawn up in accordance with the Equality Act 2010 and replaced all existing equality legislation including the Disability Discrimination Act 1995.

At Cannock Chase High School we continue to improve all aspects of the physical environment of the school site, curriculum access and information accessibility which will allow all disabled students to take full advantage of the education and associated opportunities provided by the school.

Whilst we commit to reasonable adjustments being made to accommodate all students and staff, allowing them to participate fully in school life, the physical geography and location of the school site prevents us from being fully accessible.

Definition of Disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to allow full participation in the school community for students, prospective students, staff and any visitors with a disability.

Principles

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy.

The school recognises its duty under the Equality Act:

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled students less favourably;

- to take reasonable steps to avoid putting disabled students at a substantial disadvantage;
- publish an Accessibility Plan.

The school recognises and values 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.

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to students' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of students.

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective.

a Education and related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b Physical environment

The school will take account of the needs of students 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 difficulties.

Information Accessibility

Cannock Chase High School will ensure that all information provided is done so in such a way as to be inclusive for all relevant audiences.

- Ensure all policies, plans and letters are uploaded to the school website allowing our target audience to view them in large text.
- Where possible translate parental letters into home languages for non-English speaking parents.
- Where needed, provide parental information in braille.

Individual Needs

Priorities set out in this plan may alter to accommodate the changing needs of individuals, as advised by the Headteacher and SENCO.

The school actively seeks the support and advice of all relevant services/agencies to ensure the curriculum is accessible (where physically possible) to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

Recent Improvements

- Paths have been resurfaced to eliminate pot holes increasing ease of access.
- Portable ramps designed for wheel chair users.
- Supportive handrail and non-slip surfacing to external slope.
- Permanent disability ramp into Reception area.

Future Actions

- Regular review and refreshment of step edgings for visual aid.
- Reasonable adjustments will be made where possible to meet the needs of and student or member of staff following professional guidance.

Linked Policies

This plan will contribute to the review and revision of related policies e.g.

- School Improvement Plan
- SEND Policy
- Curriculum Policies
- Health and Safety Policy
- Equality Policy
- Educational Visits Policy
- Fire Evacuation Procedures

Accessibility Plan Actions

A. Gathering Information and Communication	Intermediate 1-3 Years	Long Term 3 Years +
School invitations (Consultation Evenings, Plays, Concerts etc) to include sentence requesting information in advance of any special requirements e.g. wheelchair access	Invitations are sent out prior to event and any access requirements are addressed	On-going
B. Improving Access to the Curriculum	Intermediate 1-3 Years	Long Term 3 Years +
Monitor disabled students' achievements in exams	Continuously assessed	On-going
Ensure that all teaching staff of disabled students are informed of individual students' needs	Inclusion Support Plan in place for all vulnerable students and distributed to all teachers.	On-going
Access to whole site curriculum in the event of more than one student requiring stair crawler access	Application for assistance form county	
All students requiring wheelchair access to be accommodated in upper school for exams	On-going	
C. Premises		
General		
The school was built around 1955 and is spread over two sites – Upper and Lower school. The school has a number of stand- alone buildings and porta-cabins. Wherever possible the school has incorporated measures to improve the standard of the facilities in line with legislation. If a member of staff or student with an accessibility issue is admitted to the school a risk assessment will be carried out and where practical, measures put in place to assist their accessibility. The school is close to local amenities and a bus stop is only a short distance from the school.	Regular maintenance of whole school site	
Fire		
A personal emergency evacuation plan PEEP will be carried out for every disabled student or staff member	As and when required	
Lower School: Main Reception Area		
No edge highlighting on staircases	To be addressed August 2014	Completed
No access for wheelchair users to upper floor levels	1 stair crawler available in school	In the event of more than one student requiring stair crawler access, application would be made to county.
Upper School		
No power assisted door entry or key code system for wheelchair height	Assistance will be provided as and when required.	
Access to disabled toilet through sixth form doors are not wide enough for wheelchair use	In the event of access required the slave door would be secured open or assistance provided by chaperone	
Disabled toilet has no red pull alarm call system in place	To be carried out January 2016	
Sports Hall Area		
No highlighting of edge of steps	To be carried out August 2014	Completed
No fixed ramps or slopes		Look at redevelopment
Girls shower area not accessible due to step		Look at redevelopment
Portacabins		
Ramps have loose slabs	To be carried out August 2014	Completed
Cars must not be parked next to portacabins	Headteacher to enforce rules	Completed