



# **Carlton Bolling Accessibility Policy**

**Ratified by Governing Body (date):**

**April 2018**

**Signed on behalf of Governing Body**

**Signed on behalf of Headteacher**

**Review date:**

**STATUTORY**

**April 2021**

**3 years**

## **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 (DfE 07/02)
- Getting it right for future generations (Sour 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 students and prospective students 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 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 pupils at a substantial disadvantage.
- To publish an Accessibility Policy (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 respect the parents' and child's right to confidentiality.
- Provide all students with a broad and balanced curriculum differentiated and adjusted to meet the needs of individual students 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 Carlton Bolling Accessibility Policy.

4.4 Curriculum:

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

## **5. Activities**

5.1 Education & related activities:

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

(See checklist provided on page 29 of DfE 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 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.

(See checklist on page 30 of DfE Guidance, as above).

## 5.3 Provision of Information

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

(See checklist on page 30 of DfE 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 Policy is met (Appendix A).

## 7. Linked Policies

7.1 This Accessibility Policy will contribute to the review and revision of related school policies:

- School Improvement Plan (including premises)
- Staff Development Plan
- SEN Policy
- Equal Opportunities Policy
- Curriculum Policies

## 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:

Ramps have been installed externally to the main entrance and internally to link T block and R block. Some external work has been carried out to provide sloping path access to external sports areas. Vehicle access to the external sports areas (for disabled users only) have been established along with three permanent disabled parking bays.

A lift is available in the adjoining CLC providing access to all three floors in the main block.

Improved lighting has been installed to main car park and external areas of school.

Resurfacing work taken place of the cracked pathway (entrance).

Year 7 students have a transition day whilst still at primary school. This is designed to familiarise them with our large site. Students with special needs are identified in advance of the transition day.

Main entrance and reception are adequately signed.

Three disabled parking bays have been established at the entrance to the main car park and are re-marked as necessary.

All refurbishments include widening of door openings.

A disabled toilet has been installed.

## 9. Current Plans

9.1 For the latest planned accessibility targets and time frames please see:

- Appendix A – Access to Curriculum

## 10. Policy Availability

10.1 The school makes its Accessibility Policy available in the following ways:

- A copy is held in the school office alongside the Health and Safety 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 large print format upon request to the Administration Office.

## Appendix A: Accessibility of Curriculum

Target Area	Strategies	Outcome	Responsibility & Monitoring	Success Criteria	Timescale
Access to computer equipment appropriate for students with disabilities	Planning flexibility to allow purchase of ICT equipment as required for students with disabilities and provide appropriate training for staff	Provision of appropriate technology equipment	All leaders of learning, SENCO, Business Manager, Governors	Access to appropriate computer technology for all students	Rolling programme plus instances where students require immediate action On-going
Student participation in school activities	Provide opportunities for students to develop skills and strategies to address special needs	All students have access to a broad and balanced curriculum appropriate to their ability in each subject	All staff, SLT, SENCO, Governors	Full participation in school life including extra-curricular, for all students	On going
All school policies consider implications of disability access	Use of policy review cycle	Commitment to statutory requirements of legislation	SLT, Governors	Access to all areas for all students	On going