



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, which replaces 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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 nor in 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;
- to publish an Accessibility Plan.

The school recognises and values parents' knowledge of their child's disability and its effect on their 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 Increased access to the curriculum for students with a disability.

Our school:

- offers an inclusive curriculum for all students;
- uses resources tailored to the needs of students who require support to access the curriculum;
- curriculum resources include examples of people with disabilities;
- curriculum progress is tracked for all students, including those with a disability;
- targets are set effectively and are appropriate for students with additional needs;
- the curriculum is reviewed to make sure it meets the needs of all students.

b Improve and maintain access to the physical environment.

The environment is adapted to the needs of students as required. This includes:

- ramps;
- corridor width;
- disabled parking bays;
- disabled toilets and changing facilities;

- movement sensor lighting;
- painted edges on steps.

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.
- When required translate parental letters into home languages for non-English speaking parents.
- Where needed, provide parental information in braille.
- Pictorial or symbolic representations

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 wheelchair 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 a student or member of staff following professional guidance.

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

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

Implementation date:	November 2022
Last review date:	October 2024
Next Review date:	October 2027
Statutory Policy:	No

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 from county	
All students requiring wheelchair access to be accommodated in upper school for exams	On-going	
C. Premises		
General		
<p>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.</p> <p>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.</p> <p>The school is close to local amenities and a bus stop is only a short distance from the school.</p>	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		
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 without assistance.	In the event of access required the slave door would be secured open or assistance provided by chaperone.	