

Accessibility Plan



Annotation Key for this document

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Introduction/aim of the plan

This accessibility plan is drawn up in compliance with Newport City's accessibility strategy, current legislation and requirements.

School governors are accountable for ensuring the implementation, review and reporting of progress of the accessibility plan over a prescribed period. This accessibility plan is structured to complement and support the school's equality objectives and will similarly be published on the school website.

Key objective of the plan

The purpose of the accessibility plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for learners, and prospective learners, staff, volunteers and visitors with a disability. The plan is developed around three planning duties improving access to the curriculum, improving the physical environment and improving communications. The plan also takes account of the need to involve learners in making decisions which are likely to affect them.

Equality Act 2010 statement

It is against the law for a school or other education provider to treat disabled learners unfavourably. This includes:

- direct discrimination, for example refusing admission to a learner because of disability;
- indirect discrimination, for example only providing application forms in one format that may not be accessible;
- discrimination arising from a disability, for example a disabled learner is prevented from going outside at break time because it takes too long to get there;
- harassment, for example a teacher shouts at a disabled learner for not paying attention when the learner's disability stops them from easily concentrating;
- victimisation, for example suspending a disabled learner because they've complained about harassment.

Reasonable adjustments

Schools and local authorities have a duty to provide reasonable adjustments for disabled learners. This duty requires a school to take positive steps to ensure that disabled learners can fully participate in the education provided by the school and enjoy the other benefits, facilities and services which the school provides. Guidance for the practical implementation of this in schools can be found on the Equality and Human Rights Commission web site.

The ALNCo (Additional Learning Needs Co-ordinator)

The term 'ALNCo' used throughout this document refers to the person appointed by the school with a strategic lead for Additional Learning Needs and oversight for Additional Learning Provision across the school. This would also include the school's Assistant ALNCo and/or ALN Lead teacher.

Definition of a disability

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

General Provision

- The school endeavours to ensure that all learners are able to take part in all school activities.
- Appropriate provision enables learners with disability to be included in all activities, eg school assembly when wheelchair space, digital microphones or individual support is provided.
- Classrooms are organised to ensure that learners can move easily about the room and so that class activities are fully inclusive.
- Staff training is provided to ensure that teacher and classroom support staff are aware of ways in which they can support learner needs.

Access to the curriculum

- The overriding principle is to provide full access to the curriculum for all learners at Caerleon Comprehensive School.
- The identification of barriers to participation in all areas of school life is a priority. Where barriers to learning are identified, reasonable adjustments are made to the curriculum and teaching methods.
- Individual development plans and one-page profiles identify the needs of learners with a disability that may restrict curriculum access alongside strategies teachers should use to support the learners.
- Individual teachers are responsible for accessing learner information, making appropriate use of information provided by the ALNCo and identifying areas within their subject where learners could experience difficulties.
- All staff have access to the relevant learner information that provides them with the ability to appropriately support every learner. They should be able to identify when a child is not suited to an activity and be able to provide an alternative activity that would allow access to the same learning experience, eg through the use of technology.
- Staff consider their classroom arrangements with regards to access (entry and egress) for disabled learners.
- The school employs, where required and identified in Individual Development Plans, additional Learning Support Assistants for children with disabilities; this is often done in conjunction with advice from external agencies/NHS bodies, eg VI service.
- The ALNCo works alongside parents/carers by providing accessible information with regards to support and provision.
- Extra-curricular activities are inclusive, and staff consider the needs of disabled learners when making arrangements.
- Training is provided to all staff to support learners with disabilities.
- The ALN budget is used to ensure that all learners have access to the support they need in order to make progress in their learning.

Building access

- All school buildings and external areas are accessible for all learners. Learners who use wheelchairs or who have a physical disability which prevents access to learning environments on upper floor and are unable to use the lift, access a ground floor timetable along with members of their usual classes.
- Learners who have mobility issues or a physical disability that restrict their use of stairways but enable them to use the lift access upper floors, do so and follow a conventional timetable.
- Doorways are sufficient width for passage of wheelchairs.
- Potential barriers have been identified by the site team and reasonable adjustments are made eg painted yellow lines to highlight areas where there are steps.
- The Hall (used for assemblies and talks) is at ground floor level and is accessed via the ramp leading to the Reception area.
- All refurbishment and any new building plans are undertaken with the intention of equality of access for disabled learners.

- Where a risk assessment has been undertaken, relating to a learner with a disability, subject staff should implement the recommendations within their own teaching environment.
- PEEPs (Personal Emergency Evacuation Plans) are completed by the medical admin team for learners with identified disabilities and temporary injuries.
- In the event of lifts being out of order/in need of maintenance, learners with significant mobility issues or a physical disability that prevents the use of the stairs are re-roomed temporarily, along with the rest of their class, to ground floor classrooms.
- Signage around the school is periodically reviewed to ensure it is not confusing or disorienting for learners.
- The school will introduce steps wherever possible to reduce the amount of background noise in classrooms for learners with hearing impairment.
- Subject specialists take learner needs into account for PE/games.

Communication and access to school information

- Teachers and classroom support staff plan lessons and produce differentiated resources material to meet identified needs.
- Teachers ensure that learners who have difficulty accessing school information (e.g. learners with HI/VI) have access to appropriate resources. The ALNCO is responsible for ensuring that staff are aware of the learners requiring this resource provision. Such as information is shared securely through Classcharts and Edukey/Provision Map.
- Teachers communicate individual requirements for enhanced scripts with the reprographics technician to enable the production of resources for specific learners.
- Consideration must always be given to the text presented to learners, considering the need for alternative versions where this is appropriate.

Learner engagement and consultation

Learners are involved in decision making and are consulted on school procedures and policies through the year group and school council groups.

Future development and action plans**Curriculum and extra-curricular access**

Strategy/Target	Timescale	Action	Who actions this?	Co-ordinator	Evaluation Review of Impact
Ensure learner support plans state requirements & remedies	Ongoing	Annual IDP and OPP reviews	ALNCo	ALNCo	All learners access full curriculum
Educational Visits	Annual GB subcommittee review of educational visits calendar	Summer term review	DHT	DHT	All learners have the opportunity to access a range of formal & informal learning experiences

Building access (Physical environment)

Strategy/Target	Timescale	Action	Who actions this?	Co-ordinator	Evaluation Review of Impact
Paving-ensure fixes are made promptly	When required	Fix trip hazards	Caretaker	Site Manager	Safe areas for wheelchair access and learners with mobility difficulties
Lifts-maintenance and repair	Routine-every six months and as required	Repair and servicing as necessary. Inform DHT, Assistant ALNCo, inform medical room	Cyson Cymru	Site Manager	Access to upper floors for learners with disabilities is maintained and alternative arrangements regarding rooming are implemented during times of dis-repair

Communication and access to school information

Strategy/Target	Timescale	Action	Who actions this?	Co-ordinator	Evaluation Review of Impact
Provide alternative resources to learners & families where required	Ongoing	Resource provision	Assistant ALNCo/FEO/LSB co-ordinator	AHT Wellbeing/ ALNCo	Learners requiring modified or alternative resources are catered for appropriately
Review parent access to comms through parent voice	Annual	Parent Forum topic	AHT Wellbeing	AHT Wellbeing	Parents and stakeholders have access to up-to-date information and policies
Review and update information on school website	Annual	Website information reviewed and updated	Admin team-marketing and communications officer	Admin team-marketing and communications officer	Parents and stakeholders have access to up-to-date information and policies

Policies Equality Statement

At Caerleon Comprehensive School, we serve a diverse community and take account of a wide range of needs. In accordance with the Equality Act (2010), our policies and learning and teaching strategies fulfill our duty to serve people according to their needs and promote equality. In order to embed fairness in all aspects of school life, we take account of equality as we formulate, develop and update school policies and plans.

Our vision and values promote inclusivity and equality and tackle discrimination. We have high expectations for all our pupils and staff. Our equality statement is guided by core principles:

- All learners are of equal value;
- We recognise and respect difference;
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We observe good practice in recruitment, retention and staff development;
- We aim to reduce and challenge barriers to equality at every opportunity.