



Camborne Science & International Academy
Accessibility Plan

Policy Statement

The Accessibility Plan cross references to the School Policy for Special Educational Needs and the Audit of Premises undertaken by the LA Education Capital Strategy Officer.

The school will comply with the Disability Discrimination Act requirements and work with the LA to bring access issues up to standard with reference to curriculum, premises and communication with students and their homes.

In the long-term the intention is to ensure that the school is wholly accessible in curricular, premises and communication terms to all the people who may be served by it. To this end we will focus on all access strategies which will aim to overcome some of the barriers to learning or participation experience by disabled people served by or serving the school.

Concerns, questions or complaints relating to aspects of access should, in the first instance, be directed to:

Mr Ian Kenworthy	Principal
Mr Andrew Dodd	Vice Principal - Finance & Corporate Services

Should any prospective child or member of staff be in need of premises adaptation the governors will inform the LA Education Capital Strategy Officer immediately.

Introduction

This plan is 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 set out in "Accessible Schools: Planning to increase access to schools for disabled students", issued by DfES in July 2002.

Definition of Disability

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."

Key Objective

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.

Principles

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

- 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 students at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

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 2000 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

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN 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.

c) Provision of information

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

Disability Action Plan

This Access Plan cross references to the School Policy for Special Educational Needs and the Audit of Premises undertaken by the LA Capital Team and outlined in the report dated 18 December 2012.

This access plan is focussed on short, medium and long-term targets which will be reported to parents in the governors' annual report.

Camborne Science & International Academy has over the past ten years undergone a transformation in terms of the School's fabric and structures to provide an up to date learning environment for 1400 students. Most areas now have been upgraded to provide a bright and

happy place for our important students. We have had nearly one million pounds spent just on disability access alone. New lifts to stairways, new ramps in corridors a redecoration scheme that contrasts colours to differentiate areas for the partially sighted, tarmac to all play and car park surfaces, white and yellow lining in car park areas to include disabled bays and dyslexia friendly print on all our guidance signage.

The School meets (and aims to exceed) the requirements of the Discrimination Act. We cater for a range of disabilities and learning needs, focussing on full inclusion, making reasonable adjustments to meet the needs of students with both visible and invisible disabilities. The School has an above average proportion of students with Special Educational Needs.

The school is working towards the Dyslexia Friendly Schools Award. There is an extensive range of interventions and support for students with dyslexic tendencies. In the canteen, menus and signage are printed in Cambria (Body) font and are multi-coloured.

Bright contrasting colours have been used on the walls internally and externally to delineate areas of shelving and pathways more effectively. Please bear in mind that some children have personal carers that spend all their time looking out for their needs. The school invests heavily in support staff to support these children so they can enjoy all of the same benefits as the able bodied students.

A comprehensive risk assessment is always carried out prior to children attending trips or visits. Parents/carers are required to give signed consent for off-site visits and disclose any relevant medical issues or disabilities which affects their child. Since the changes in 2002 to the Disability Discrimination Act (1995) the school has worked towards making trips and visits for disabled students more accessible. A full risk assessment is carried out prior to the trip/visit, which entails a discussion with the student, parents, group leader and the manager of the venue to be visited, to ensure that there are facilities for the disabled student. When travelling to the venue we aim to ensure that if the student is physically disabled they are transported safely, securely, appropriately and as inclusively as possible. Where needed, we will seek advice from the Safety Co-ordinator for Educational Visits at Cornwall Outdoors.

The School will comply with the Disability Discrimination Act requirements keeping access issues up to the standard necessary. It is our intention to ensure that all of our students, whatever their disability may be, have equal access to the curriculum, premises and communication within the school.

Should any prospective child or member of staff be in need of premises adaptation the governors will review and take the relevant action, following advice from the Local Authority.

Date Approved by Governors – June 2016
Next Review – June 2019