

# Accessibility Plan



## CAMBORNE SCIENCE & INTERNATIONAL ACADEMY

<b>Last Review:</b>	July 2016
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<b>This Review:</b>	<b>December 2019</b>
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<b>Next review due:</b>	December 2021
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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

CSIA is an inclusive school. We strive to meet the needs of all members of our community and welcome new arrivals. CSIA will always meet the requirements of the Equality Act 2010 and act in the best interests of students. Ensuring that the school is accessible to all is an ongoing task. The school will make reasonable adjustments to meet the accessibility needs of its staff, students and visitors.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

A School Accessibility Checklist has been reviewed as part of this process

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current practice	Further Improvement	Actions to be taken
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We are a Dyslexia Friendly School.</p> <p>Students with disabilities participate in a range of extra-curricular activities.</p>	<p>Further expand IT resources across the school.</p> <p>Become an Autism Friendly School.</p> <p>Attain Gatsby Benchmark.</p>	<p>Review at least annually (IT Manager, Business Manager and SENCO).</p> <p>Complete and achieve this award (currently in progress – SENCO).</p> <p>Complete work towards this (in progress (Su Gellatly).</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The</i> environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> </ul>	<p>Wheelchair ramp outside IT4 – currently used as fire escape only as needs refurbishment</p>	<p>To be considered as part of Site works during the year</p>

	<ul style="list-style-type: none"> <li>• Elevators/Lifts</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Bright contrasting colors have been used on walls</li> <li>• Contrasting colors to highlight handrails and step edges</li> <li>• Provide students with a radio if they are mobility impaired and likely to require assistance</li> <li>• 2 rooms in Music are in accessible because the fold-down lift does not work</li> <li>• 18 rooms across the two sites are not accessible from the front entrance to the building</li> <li>• The school does not have a hygiene room with a shower</li> </ul>	<p>2 rooms in Music are inaccessible because the folding lift is not fit for purpose and out of order as not financially viable to repair</p> <p>Parking Bays at Nexus will need to be re-lined</p> <p>No disabled access to the catering pod</p> <p>Some contrasting door frames but not all</p> <p>Continue to ensure that students and visitors are aware of alternative routes into these rooms where needed</p> <p>There is not a requirement or need from students to have this facility</p>	<p>Approach County for funding</p> <p>To be actioned as part of Site Team works</p> <p>Contrast to be made in rooms not painted white as part of refurb process</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> </ul>	<p>Review student experience of navigating the school site.</p>	<p>Conduct student voice activity with Yr. 7 students (Andrew Oates)</p>

	<ul style="list-style-type: none"><li>• Large print resources</li><li>• Braille (where needed for individual resources)</li><li>• Induction loops</li><li>• Pictorial or symbolic representations</li></ul>		
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## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- [Risk assessment policy](#)
- [Health and safety policy](#)
- [Equality information and objectives \(public sector equality duty\) statement for publication](#)
- [Special educational needs \(SEN\) information report](#)
- [Supporting pupils with medical conditions policy](#)

