

Accessibility plan



CAMBORNE SCIENCE & INTERNATIONAL ACADEMY

Approved by:	Governors Policy Committee
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Last Review:	December 2019
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This Review:	8 December 2022
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Next review due:	September 2023
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All CSIA policies are reviewed by the Governors' Policy Committee (which meets termly), according to a fixed schedule. On extremely rare occasions, there may be circumstances where an event (for example, a change in legislation/national guidance), necessitates a policy being amended immediately, outside of this schedule. Where this is necessary, the Principal will seek permission from the Chair of the Governors' Policy Committee, to amend the policy immediately. The Principal will then confirm details of any amendments with all members of the committee by email and the policy will be reviewed at the next scheduled meeting of the committee.

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in Braille, large print, any other format or interpreted in a language other than English, please contact the HR office, telephone: 01209 712280 or email: enquiries@cambornescience.co.uk

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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.

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 pupils, 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>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators/Lifts 	<p>Wheelchair ramp outside IT4 – currently used as fire escape only as needs refurbishment</p> <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>To be considered as part of Site works during the year</p> <p>Approach County for funding</p>

	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Bright contrasting colors have been used on walls • Contrasting colors to highlight handrails and step edges • Provide students with a radio if they are mobility impaired and likely to require assistance • 2 rooms in Music are in accessible because the fold-down lift does not work • 18 rooms across the two sites are not accessible from the front entrance to the building • The school does not have a hygiene room with a shower 	<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>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, including:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 		

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

