



Carnforth
High School

Accessibility Policy



Author: L Carrington
SLT Lead: L Carrington
Governors' Committee: Student Welfare
Next Review Date: September 2023

Confidence Purpose Respect

Statement of intent

Carnforth High School seeks to be a fully inclusive school which aims to give every student the opportunity to access a full and broad curriculum and feel valued and included within the school community. Despite the difficulties associated with multiple floors we aim to make all adjustments possible to support full access for students and staff. We are committed to actively promoting equal opportunities with all staff and students.

Aims:

Taking account of the Children and Families Act 2014, Carnforth High School endeavours to promote:

- The participation of children, their parents and young people in decision making
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with special educational need (SEN)

In line with the Equality Act 2010 the aims of this policy are to:

- Ensure all students, including those with a disability as defined within the Equality Act, have access to a full and broad curriculum
- Ensure that reasonable and suitable adjustments are made to the physical environment to ensure students with a disability are able to participate fully in school life
- Respond to individual student need to make suitable adaptations to the physical environment
- Overcome potential barriers to learning and assessment for students with a physical or learning disability

Admissions:

Reasonable Adjustments:

The school's duty to make reasonable adjustments are summarised in the Equality Act 2010 as:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Carnforth High School is committed to making reasonable adjustments for students with physical disabilities and learning disabilities. These are explained in further detail below.

Information of Students' Needs and plans for Accessibility

- Whole staff training is provided to share information on individual students
- Where appropriate, specific advice is provided from advisory services such as the Visual Impairment or Hearing Impairment Team, Occupational Therapy, Physiotherapy etc
- Any parent can make an appointment to see the SENCo team by contacting the school
- Feedback from lesson observations or student tracking activities provide specific support on improving accessibility where appropriate
- Details of reasonable adjustments to be made by teachers and learning assistants/support staff are provided on SIMS and via student passports or Individual learning records.

Accessibility and Reasonable Adjustments for Students with Physical Disabilities:

- During transition procedures, the SEN department and Pastoral team request information from previous schools about any physical disabilities.
- The SEN department review all information and arrange for a meeting with the student and family before the point of transition.
- Where the student also has an Education, Health and Care plan, the SENCo attends the relevant review.
- Where appropriate, students have access to physical aids such as adapted equipment and tools in some subject areas eg the prodigy.
- Where appropriate, students have access to ICT to support with visual impairments.
- During the first two weeks of transition, a learning Assistant will track and monitor how well students are accessing the physical environment and report back to the SENCo who liaises with teachers.
- There is a lift providing access to all floors. There are a number of ramps across the site that provide access into and around school.
- Where appropriate, students are permitted to leave lessons 5 minutes earlier than other students with a peer or learning assistant to allow for ease of accessibility across the site.
- All school visits are planned to accommodate any students with physical disabilities and have a named member of staff for support throughout including residential visits and trips.
- Transport arrangements are made with the family or local authority where appropriate so students have easy access to the school buildings.
- Steps and stairs have marked with bright yellow/orange tape. The top and face of the first and last of each flight of stairs has this distinctive bright coloured tape. The outside steps and stairs have been painted with bright yellow paint and the columns in the dining hall have been marked with a contrasting colour in order for students with visual impairments are able to see and avoid them and these have been placed at an appropriate 'student level'

Accessibility and Reasonable Adjustments for Students with Learning Disabilities

- The SENCo leads the development and management of the provision for students with learning disabilities
- CPD activities are available for staff at regular points throughout the year.
- The school promotes dyslexic friendly approaches as an effective way of providing Quality First Teaching for all students
- Support and advice on effective differentiation strategies are provided through training, feedback from observations and learning walks and as part of whole staff training, NQT training and new staff training
- Where appropriate, a modified or alternative curriculum is provided to ensure students have equal opportunities to achieve.
- Regular meeting between SENCo and the Learning Assistants to ensure smooth information flow regarding all students with SEND including students with a disability.
- Training to develop inclusive strategies through T&L INSET/CPD sessions
- Staff and governors are aware of their responsibilities and requirements under the new legislation.
- Access is enhanced and provided by effective deployment of Learning Assistants.
- Rooms are carefully considered to ensure that students with a disability have full access to their timetable wherever possible.
- Appropriate lighting has been improved in all areas of the school and re-carpeting areas is on a rolling programme.

- Teachers have been made aware that students with a VI won't be able to see detail on screen in the hall for assemblies, so students will need to sit at the front left, for best access to the screen when videos or similar are shown
- We provide ICT facilities for SEND pupils, including students with disabilities, which reflect and support our current population and are regularly reviewed and upgraded in the light of changed circumstances or new intake.
- School visits take into account students with disabilities. Visits are planned for in advance; an assessment is undertaken of accessibility as necessary.
- We ensure staff have the necessary training to teach and support students with disabilities as necessary, and regularly assess training requirements for new staff or with regards to new need.
- We plan lessons responsive to student diversity. Projects and lessons that educate the whole community of disability, e.g. Enrichment Days.
- We annually review our emergency evacuation policy to ensure that students with a disability or immobile individuals are fully considered.
- We will give due consideration for any new build / major upgrade to incorporate full access arrangements for people with a disability, including suitable furniture (adjustable) and fittings (e.g. non-slip flooring).
- Carnforth High School has good wheelchair access to most of the site meaning that almost all rooms are accessible. All the new build areas of the school have good accessibility, accessible toilets and changing facilities and lift access to all floors. There is a separate medical room and bed near to the accessible showering facilities.
- There is a designated access parking space near the front entrance.
- An audit of the auditory environment has shown good acoustics in the majority of classrooms which are carpeted and have window blinds. The dining room, main hall and gym areas are poor acoustically.
- Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary.
- The school makes use of assistive technology if appropriate to particular students.
- Students with SEN are usually identified in the Year6/7 transition/ liaison window as we personally visit every student in their primary school and speak with Year 6 teachers. Any mid-year transfers are tested on the day of arrival.
- The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.
- Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through a team of experienced Learning Assistants. Intervention can take place during or after the school day.
- Literacy intervention is available through timetabled lessons and activities, and is a priority of the school designed to promote independent learning and curriculum access. There are laptops available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties. There is a range of equipment available within school for students with visual impairments. School will consult staff from a variety of external agencies to advise and support across the range of SEND
- Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions.
- Updates are made available to staff, by the SENCo, via staff briefings or face to face meetings. External training is available to support the staff.
- School works within the examination board guidelines to put into place Access arrangements that are appropriate and meet the needs of the individual student.
- All EHCP's are reviewed on an annual basis.
- SEN Reviews are carried out in line with statutory guidance for reviews.
- Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parent/carer and school. Students are always encouraged to participate in their meeting.

- Progress of other students with SEN support needs is monitored half termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Progress data is shared with parents each year, in written format as well as face to face at parent's evenings. The SENCO is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality.
- The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.