



Cramlington Learning Village

Accessibility Plan

2016 - 17

## Cramlington Learning Village Accessibility Plan 2016/17

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## **1. Vision Statement:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The current Plan will be appended to this document.

At Cramlington Learning Village we are committed to working together to provide an inspirational and exciting learning environment where all students can develop an enthusiasm for life-long learning. We believe that students should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other.

The Accessibility Plan is structured to complement and support the school’s SEND Policy, and will be published on the school website.

Cramlington Learning Village is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Cramlington Learning Village Accessibility Plan demonstrates the access for disabled students, staff and visitors to the school and acknowledges the need to

make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- ensure access to the curriculum for students with a disability, expanding the **curriculum** as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum within a reasonable timeframe
- ensure and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Cramlington Learning Village Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- School Prospectus
- School Improvement Plan

- Anti-Bullying Policy
- Special Educational Needs & Disability Policy
- Teaching and Learning Policy
- Medical Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by governors.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2. Aims and Objectives**

**Our Aims are:**

- ensure access to the curriculum for students with a disability
- ensure and maintain access to the physical environment
- Improve the delivery of written information to students

Our objectives are detailed in the Action Plan below

## **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of students already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

### **Physical Environment**

Disabled students can access all areas of the school apart from the top level of Innovate Block if a lift is required. However there are science classrooms in other accessible parts of the school.

### **Curriculum**

There is no area of the curriculum to which disabled students have limited or no access, although some areas of the curriculum could present particular challenges for some students, for example PE for students with a physical impairment and science and technology for students with a sensory impairment.

### **Information**

Different forms of communication are made available to enable all disabled students to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled students, parents and staff.

#### **4. Access Audit**

The school consists of several buildings some on one level and others with 2 or 3 storeys. Each building has several access points and all have accessible doorways. There are lifts in all buildings with more than one level which can accommodate wheelchairs and are maintained on a regular basis.

On-site car parking for staff and visitor includes several dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. All doors open automatically so wheelchair users can use them independently. The main entrance features a secure lobby fully accessible to wheelchair users. There are disabled toilet facilities available to students, staff and visitors on in each building.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users and evacuation chairs in each stairway. The lifts are also fire-proofed. When the fire alarm sounds red lights flash indicate a fire alarm to those with hearing impairments.

There have been many adaptations made for students with visual impairments such as yellow thresholds, glass doors have visual indicators, stairs have yellow edges, appropriate signage is used.

There are 3 hygiene rooms available for students with physical needs and toilets for the disabled are distributed throughout the school.

#### **5. Management, coordination and implementation**

- We will consult with experts regarding accessibility for students with disabilities.