



Part of **GIPPESWYK COMMUNITY EDUCATIONAL TRUST**

Achieving success together

This Policy has been adopted and approved by Gippswyk Community Educational Trust and has been adapted for use by Copleston High School.

ACCESSIBILITY POLICY	
Approved by GCET/Adapted by Copleston High School	1.9.2017
Reviewed/Amended	May 2023
Ratified by Copleston LGB	26.6.23
Date of next Review	Summer Term 2024
Responsible Officer	Facilities Manager – Ms B Savage/ SENDCO – Mrs T Pilkington
Policy Number	ACR1

Definition of a Parent

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

ACCESSIBILITY POLICY - INTRODUCTION

This policy seeks to address the statutory requirements of the Equality Act 2010 and ensure that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Copleston High School to develop a culture of inclusion, support and awareness within the school.

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.

VISION AND VALUES

We are committed on removing barriers to access and positively promote the involvement and successful participation of students with disabilities. Copleston High School has high ambitions for all its students and expects them to participate in, contribute to and achieve in all aspects of school's life.

With this in mind, the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. This Accessibility Policy should be read in conjunction with the supporting policies:

- Equality
- Special Educational Needs & Disability (SEND)
- EAL
- Curriculum
- Admissions
- Behaviour for Learning
- Anti-Bullying
- Educational Visits
- School Development Plan
- Intimate Care Policy
- Supporting Pupils with Medical Conditions Policy

THE POLICY

The Accessibility Policy is aimed at:

- Increasing the extent to which impaired students are able to participate in the school curriculum
- Improving the physical environment of the school to enable impaired students to take better advantage of education and associated services
- Improving the availability of accessible information to impaired students

The Curriculum

We already offer a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximize student access and to encourage wider participation. We will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis. Since 2017-2018 new courses have been run to meet the needs of our students.

The Physical Environment

The school is wheelchair accessible with lifts to facilitate movement between floors in all buildings. Two disabled parking spaces are available in the main car park and in the Sixth Form car park and there is one adjacent to the new Specialist & Communication Interaction Hub. Accessible washroom facilities are available throughout the school. Stairwells have handrails and coloured treads and rises.

The new 'A' block has a portable hearing induction loop system, refuge system and a battery operated hoist.

Students who may find emergency evacuation difficult will usually have a support assistant with them or in their class, but Personal Emergency Evacuation Plans (PEEP) will be drawn up for students with additional needs/disabilities. For those who are hard of hearing we have an emergency pager system.

We have continued to make improvements across the school site to offer a physical environment that is safe and welcoming by installing ramps, improving the lighting and ensuring that designated parking is clearly marked.

As has been best practice in the past, we will continue to take account of the need of the students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments to the school site.

Previous School Developments

2023	Training held by health professionals for staff involved in supporting a student with medical needs
2022	New specialist unit opened in September 2021 to support students with communication and interaction needs. This is seen as a transition phase in integrating all students into mainstream school. An Evac-chair has now been installed in C Block. Curtains have been installed in accessible toilets to ensure privacy when the door is opened ICT equipment updated for individual students with needs such as I-pads, keyboards etc. Microsoft Teams used by teachers in lessons for a visually-impaired student to be able to access the teachers' resources.
2021	Following the demolition project, C Block is now a stand-alone building so a platform lift has been installed and built-in refuge areas created in the two new stairwells.

2020	Improved emergency evacuation systems in place – Refuge system, emergency pager system. A portable hearing induction loop system is available in the new ‘A’ block. A battery-operated hoist has been installed in the new build and 4 evacuation chairs.
2019	New Software purchased for all school PCs and laptops – DOCsPlus – allows students to access text speech and vocabulary builders. This software is permissible in examinations for students who access a Reader.
2018	<p>Various modifications in CDT and Food Technology have been made to aid mobility impaired students. 8 x CTAs and the IT staff have completed an SEN Manual Handling course as one of the new Yr 7 students is not weight-bearing and requires assistance to get in and out of her wheelchair and into the evac-chair in an emergency situation.</p> <p>Modified exam papers were ordered for visually impaired students to ensure that they are able to access GCSE exams (this includes enlarged and braille papers & tactile diagrams). Access arrangements are applied for, for students who require reasonable adjustments. The exams inspector ensures that these are correct and in order. Staff have been trained in braille in order to support visually impaired student.</p>
2017	<p>Radio mic purchased for Year 7 pupil with Audio Processing Disorder – used by all pupil’s teachers.</p> <p>Continued use of ICT software to enable students with dyslexic tendencies to access the more challenging texts required by the examining bodies.</p> <p>Continued Professional Development for staff to ensure that the needs of students are met.</p> <p>Production and distribution of Pupil Passports and Profiles to ensure that teachers are aware and meet the needs of the students. These are reviewed termly with members of the Learning Support Department.</p> <p>Development of Learning Support Webpages to offer strategies and ideas to support students with additional needs.</p> <p>Employment of a Romanian Interpreter in order to have immediate contact with parents whose first language is not English. This has had a huge impact.</p>
2016	<p>Coloured overlays have been provided to all teaching staff and the Learning Support Department is screening students for Visual Stress.</p> <p>Coloured exercise books/paper are provided for students who need them for all their subjects.</p> <p>Laptops have been purchased for students who have difficulties writing, spelling etc.</p>

	<p>Year 7 student with cerebral palsy uses an electric wheelchair in school. This is stored in school overnight.</p> <p>The Occupational Therapist and member of the Sensory Team visit the school to check that the school environment is suitable for the students with additional needs, this includes for students who will be arriving in the new Year 7.</p> <p>A tablet has been purchased for a visually impaired student who links it to a Braille note machine. Two members of the Learning Support Team are learning Braille to support the student. Training has been held for the teachers and friends of said student so that they can understand the difficulties encountered.</p>
2015	Additional software such as Desktop Zoom, Colour Overlay and Dragon Naturally Speaking has been installed on monitors where needed. Writing slopes have been made by the Technology Department and are located in various departments together with calming boxes and “wobble boards”. Yellow strip marks have been renewed on stairwells and new equipment in Food Technology classrooms has been customized as appropriate.
2014	Various improvements have been made to stairwells, CDT and Food Technology areas to further aid the visually impaired and offer specialist equipment.
2013	Disabled access button installed on the main student entrance.
2012	Improved energy efficient lighting fitted, and additional emergency lighting installed across the school.
2011	Upgraded washroom facilities to become DDA compliant. Enhancements to fire alarm system.
2010	Additional ramp installed on external fire door in CDT and external steps highlighted.
2009	Wheelchair lift purchased to make the stage and diner accessible and various areas around the site enhanced to aid the visually impaired.
2008	New ramp provided to main student entrance, new lift installed, and additional evac-chair sourced.

Provision of Information

Identification of students needing support on transition has been greatly improved by individual contact with our feeder primary schools by the relevant Leader of Learning and the SENDCO and close links have been developed with external agencies.

We currently provide information in large print, and audiotape for students and prospective students and parents who may have difficulty with standard forms of printed information. If requested we will also provide material in user friendly language, symbols or in Braille. Visual timetables are produced for identified students in conjunction with Specialist Education Services. Translators and interpreters are used at Parents Evenings/meetings when required. We have employed a Romanian Interpreter, who has improved our contact with parents considerably. Specialist equipment is frequently loaned by Suffolk County Council. The ICT Department similarly offers support and can provide laptops to assist students with learning difficulties.

In conjunction with the Learning Support Department, the school will assess a student's needs for support and exam access arrangements.

REVIEW AND EVALUATION

This policy has been adopted by the full Governing Body and will be reviewed annually unless a significant change requires agreement outside of this timescale. In the interim, it is monitored by the Facilities Manager and the SENDCO.