CARDIFF HIGH SCHOOL

Accessibility Plan
2023 - 2024

Introduction

This plan is drawn up in accordance with current legislation and requirements as specified by the Equality Act 2010. It draws on the guidance set out in *"Planning to Increase Access to Schools for Disabled Pupils"*, issued by Welsh Government March 2018 and *"Reasonable Adjustments for Disabled Pupils"* issued by The Equality and Human Rights Commission.

Aims

To reduce and eliminate barriers which restrict pupils' access to the curriculum and participation in the school community.

Defining Disability

Disability is defined in the Equality Act 2010 as: "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." The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

Principles

Cardiff High School seeks to ensure that compliance is consistent with the school's commitment to inclusion.
The school recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in provision and exclusions
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a disadvantage
- To provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils

THE DOCUMENT

This document is divided into 4 sections

Section 1
An audit of the present position using the DfES audit checklist

Section 2
Access to the Curriculum

Section 3
Access to the Physical Environment

Section 4
Access to written information and information provided in alternative formats.

SECTION 1 – SELF AUDIT - ACCESSIBILITY

CURRICULUM	YES	SOME	NO
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.	X		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	X		
Are your classrooms optimally organised for disabled students?		X	
Do lessons provide opportunities for all students to achieve?	X		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to student diversity?	X		
Are all students encouraged to take part in music, drama and physical activities?	X		
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	X		
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	X		
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	X		
Do you provide access to computer technology appropriate for students with disabilities?	X		
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	X		
Are there high expectations of all students?	X		
Do staff seek to remove all barriers to learning and participation?	X		
Are all reasonable adjustments made for disabled students for examination entries?	X		
PHYSICAL SURROUNDINGS			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all students?		X	

Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	X		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		X	
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components?			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?			**X**
Are areas to which students should have access well lit?	**X**		
Are steps made to reduce background noise for hearingimpaired students such as considering a room's acoustics and noisy equipment?		**X**	
Is furniture and equipment selected, adjusted and located appropriately?	**X**		

ACCESS TO THE WRITTEN WORD	YES	SOME	NO
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	**X**		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	**X**		
Do you have the facilities such as ICT to produce written information in different formats?	**X**		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	**X**		

SECTION 2 – ACCESS TO THE CURRICULUM

The overriding principle is to provide full curricular access to all students at the School

The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum, teaching methods and examination entry

SECTION 3 – ACCESS TO THE PHYSICAL ENVIRONMENT

The School aims to provide an inclusive environment for all staff and students

The main portion of the school was built in the 1960s and so can provide many challenges to disabled students. However, there are 2 lifts situated in Main Reception (Block 10) and the Canteen Block (Block 6) which gives access to all rooms within the school. There are a number of ramps built within the school allowing access to the sports halls and outer buildings.

Students who have IDPs for Physical or Visual impairments are able to use the support of Teaching Assistants to move safely around the school.

There are accessible toilets available in the Main reception area, on the ground floor in the Music department, canteen lobby, Sports hall and in the 1st floor Art department.

The School's Fire Evacuation Procedures take account disabled students and visitors to ensure safe evacuation of the school in the event of a fire or incident. Any visitors who require assistance in the event of a fire evacuation are required to complete a Personal Emergency (PEEP) Evacuation Plan. Any students requiring assistance in the event of an evacuation are to complete a PEEP with the assistance of their Head of Year. Within the Tower block there are refuges with call points and also a number of Evacuation Chairs to assist in the event of a fire evacuation when the lifts are not to be used.

There are 3 dedicated wheelchair accessible parking bays situated nearest the main school entrance and access to reception is via automated doors. The school reception desk includes a lowered counter and an induction loop.

SECTION 4 – ACCESS TO WRITTEN INFORMATION

Students who have difficulty accessing standard size print will be included within the Additional Learning Needs Target List. This will be distributed to all staff to ensure that adaptations are made accordingly

Each student portfolio will be reviewed by the Additional Learning Needs Department, who secure the views of the pupil in terms of how their needs are being met

The Additional Learning Needs Department will communicate individual requirements for enhanced scripts to the support staff. Teaching staff will liaise with the support staff work specifying which pupil requires the work, and for when

Staff must ensure that the specific needs of every student has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs. Strategies to support learners with ALN are to be found within the Confidential Booklet – produced by the ALN department

Consideration must be given to the text presented to students, considering the need for simplified versions where this is appropriate.

The use of projectors and TVs must be considered in the context of students disabilities. Recognition must be given that some formats, whilst beneficial to many students, will not be appropriate for all. An assessment should be made of the impact of using a technology with a class where a disabled student is working