



### Cambridge House Community College

Name of policy	Accessibility plan
Policy holder	School Principal
Review period	Annual

Date	Amendment/ review	Section/ page	Staff responsible
22.09.22	Full review		Harry Ainscough





## Health and Safety: Accessibility Plan

### What is an 'Accessibility Plan'?

An Accessibility Plan is a pragmatic framework used to support the implementation of the school's policies, facilitating access to disabled students and those with learning difficulties. The plan provides evidence of reasonable adjustments made to mitigate against potential sources of discrimination at Globeducate schools.

### An Accessibility Plan covers the following areas:

Increasing the extent to which disabled students can access the curriculum

Improving the availability of accessible information for disabled students

Improving access to the physical environment of the school, adding specialist facilities as necessary and appropriate.

This covers improvements to the physical environment of the school and physical aids to access education.

The plan should be reviewed annually by the Special Educational Needs and Disabilities (SEND) Committee or Senior Leadership Team.

### Current Range of Known Disabilities and Prioritising Accessibility Solutions

Globeducate schools have children and young people with a wide range of disabilities, both medically identified, such as visual impairments, and learning difficulties such as ASD, ADHD/ADD and dyslexia. This list is not exhaustive.

### Prioritising Accessibility Solutions

This is shown on a 1-5 scale where the following potential impacts on members of the school community apply:

1. low priority with very low impact
2. low priority with low impact
3. medium priority with moderate potential impact
4. medium priority with moderate current impact
5. high priority with significant current impact

Where identified as 'current' impact, we have a student for whom an item is relevant.

'Potential' impact allows for current students, whose needs may change and need further assessment.

A study programme may be constructed as necessary.

Students with sight impairments may find it hard to fully access team sports programmes; however, there will be sports in which they can participate should they wish to do so. Students with a hearing impairment should be able to take a full part in the sports programme. If they wish to do so, they may wear hearing aids during matches.

Curriculum trips & co-curricular activities require individual students' needs to be considered in order to ensure appropriate staffing/supervision and safety provision and to devise a suitable activity programme. The vast majority of venues now include access



arrangements which will enable students with a mobility impairment to be able to partake fully in curriculum trips. An exception might be a Geography field trip, for example. Many venues now include audio/visual technology that enhances the experience for partially sighted people and care would be taken to choose these venues where possible over others. To support students with a hearing impairment, due regard is given to the facilities offered for hearing aid loops etc.

Recreational and co-curricular activities include excursions and trips, and consideration is given according to the needs of the individual, to include appropriate supervision and safety precautions.

Measures outlined here are in addition to measures or reasonable adjustments outlined in student's individual plans, school SEND policies and procedures and the schools Equality policy.

For those students who may need temporary adjustments the school will design a care plan. This is written and reviewed by an identified staff team who will work with the student and family to ensure the students needs are met. At all time school will work to meet the needs of students with measures that are appropriate and reasonable.