



**CANSFIELD**  
ACHIEVING EXCELLENCE TOGETHER

# Accessibility Plan

<u>Approval Date</u>	20 <sup>th</sup> November 2025
<u>Policy Review Date</u>	November 2026
<u>Chair of Governors</u>	<i>Lacher</i>
<u>Headteacher</u>	<i>N Daniel</i>

## **1. Principles**

This accessibility plan has been created in compliance with:

- Paragraph 3, section 10 of the Equality Act (2010)
- The Disability Discrimination Act (1995, 2005)
- The Disability Equality Duty (2006)
- The SEND and Disability Act (2001)
- SEND and Disability Act 2011 (SENDA)

## **2. Rationale**

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all pupils irrespective of special need and /or disability.

Cansfield is committed to a programme of action, evaluation and review which will improve access to the curriculum for pupils with special needs and /or disabilities. This plan operates alongside the school's SEND policy and is consistent with it in terms of principles and approaches to resourcing.

The Disability Discrimination Act (DDA) 2005 and Equality Act 2010 define a disabled person as someone who has a 'physical or mental impairment which has a long-term adverse effect on his or her ability to carry out his or her normal daily routine.' Physical or mental impairment includes sensory impairments and also hidden impairments. These are 'more than minor or trivial' and 'long-term' means has lasted or is likely to last more than 12 months.

This broad definition includes children with a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. This has been extended to include those with HIV, multiple sclerosis and cancer.

Cansfield High School understands that the definition of disability under the above acts is different from the eligibility criteria for special educational needs provision in that disabled pupils may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

## **3. Objectives**

- Value all pupils and continue to provide equal access and opportunity to the curriculum for all.
- Ensure the curriculum is differentiated to meet the learning needs of pupils with SEN and/or disabilities and that target setting is effective and appropriate for these pupils.
- Make available the written material usually provided to all pupils, in an appropriately presented form where necessary, to SEN and /or disabled pupils, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximize learning opportunities.
- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled pupils currently on roll and prospective pupils, ensuring it is non-discriminatory towards disabled pupils and their families.
- Establish a culture of mutual trust and respect between all members of the Cansfield

community.

- Build a community that respects and celebrates achievement at all levels.
- Strive to foster positive attitudes towards disability through our assemblies, teaching and learning, the curriculum and within the wider community.
- Ensure that appropriate and reasonable support is offered to members of staff and pupils with disabilities and reasonable adjustments both to the curriculum and the physical building will be made so that our disabled pupils are not at a substantial disadvantage to their peers.
- Actively seek the views of disabled individuals and ensure that these are taken into account at all times.
- Provide relevant information to staff working with disabled pupils and enable staff and pupils who become disabled during their time at Cansfield High School to continue to participate in their learning / work life.

## **4. Roles and Responsibilities**

### **4.1 Requirements on Schools**

- The Disability Equality Duty (2006) and The Equality Act (2010) require schools to be proactive in promoting disability equality and eliminating discrimination.
- The Disability Equality Duty (2006) and Equality Act (2010) require all schools to:
  - Eliminate discrimination, harassment, victimisation and other conduct that is prohibited;
  - Advance equality of opportunity;
  - Foster good relations;
  - Remove or minimise disadvantages;
  - Take steps to meet different needs;
  - Encourage participation when it is disproportionately low.

### **4.2 Role of Key Personnel**

Compliance with the DDA is consistent with the school's aims, equal opportunities policy, and the operation of the school's SEND policy.

### **4.3 Governors**

Part 5A of the DDA 1995 requires school governing bodies to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- Plan to increase access to education for disabled pupils in three ways: increased participation; improving the environment and improving the delivery of written information.

### **4.4. Senior Leadership Team**

The Headteacher and other members of the Senior Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with what are termed, 'protected characteristics' in almost every area of life. The Headteacher and SENCO are responsible for ensuring the implementation of all policies and the full development of a strong ethos of inclusion, within all aspects of the life of the school.

#### 4.5 All Staff

It is the duty of all staff and everyone working in the school to implement the policies and continue to develop inclusive practices.

### 5. The Accessibility Plan

This plan addresses the requirements of the Equality Act 2010 and refers to individuals who are disabled (both current and prospective) in a wide sense, including those with special educational needs and with temporary or permanent physical disability. It also deals with access issues for disabled staff and visitors.

#### 5.1 Access

We are committed to ensuring that all our services are accessible to disabled people by:

- Providing information to enable disabled people to make informed decisions about the choices available to them;
- Providing public information in a range of formats (e.g. large print, audio tape, ICT, Braille) on request and accepting and responding to correspondence in these formats;
- Maintaining assistive technologies where appropriate and developing new ones as these become available e.g. computer software;
- Ensuring that all public meetings are held in accessible venues and that a British Sign Language interpreter will be provided when requested in advance;
- Ensuring that an advocate can support people with learning difficulties and / or disabilities when required;
- Continuing, in consultation with disabled people, to carry out a phased programme of physical access improvements to all areas of the school that are open to the public;
- Ensuring that all new buildings constructed on the school site are fully accessible;
- Continuing consultation with the Health and Safety committee and advisors to carry out regular risk assessments and emergency procedures and to implement their advice.

#### 5.2 Staff Recruitment and the Needs of Existing Staff

- Staff recruitment and employment decisions will be made on the basis of fair and objective criteria. This is in line with the school's Equal Opportunities Policy.
- The requirements of job applicants and existing members of staff who have, or have had, a temporary or permanent disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter into, or remain in, school employment.

#### 5.3 Supporting Pupils to Access the Curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
All information for children and young people will be produced in a format appropriate to different impairments	<ul style="list-style-type: none"><li>• Easy language.</li><li>• Recorded information for children and young people with learning disabilities.</li><li>• Enlarged print.</li></ul>	Ongoing	SENCO	Pupils have access to information

	<ul style="list-style-type: none"> <li>• Pictures / symbols.</li> </ul>			
Teaching and learning	<ul style="list-style-type: none"> <li>• Liaison with Heads of Year, Wigan LA, staff, parents and pupils to review individual pupil progress and needs.</li> <li>• Personalised provision maps.</li> <li>• Share critical information at parents' evenings and other opportunities.</li> <li>• The SENCO to liaise regularly with parents to review personalised provision.</li> <li>• Ensure differentiation and specialised opportunities in teaching and learning in planning and lesson delivery.</li> </ul>	Ongoing	Parents, pupils, SENCO, Heads of Year, agencies, staff, SLT	<ul style="list-style-type: none"> <li>• Maximised progression for all pupils.</li> <li>• Full access to a broad and balanced curriculum.</li> <li>• Effective information sharing, planning and development across all stakeholders.</li> </ul>
The physical environment	<ul style="list-style-type: none"> <li>• Review existing disabled toilet facilities for staff and pupils.</li> <li>• Ensure all ramp access areas remain appropriate.</li> <li>• Maintain current lift to access first floor of the building.</li> <li>• Create personalized transition route plans around the building for potential pupils with disabilities.</li> <li>• Create Personal Emergency Evacuation (PEEP) plans.</li> <li>• Consider provision for potentially visually impaired pupils.</li> </ul>	Ongoing and when appropriate	Site Manager, SENCO, Hearing and Visual Impairment Services	<ul style="list-style-type: none"> <li>• All pupils have safe and swift access around the school building.</li> <li>• Swift and calm evacuation of the building.</li> </ul>
Exam access arrangements	<ul style="list-style-type: none"> <li>• Liaise with Exams Officer to apply for exam access arrangements.</li> <li>• External agencies to assess and provide recommendations in line with Ofqual and JCQ guidelines.</li> <li>• Parents, pupils and staff to be fully informed at each stage.</li> </ul>	Ongoing	SENCO, Exams Officer, agencies, pupils, parents, staff	<ul style="list-style-type: none"> <li>• Pupils receive fair access.</li> <li>• Increased pupil confidence.</li> <li>• Maximised personal potential.</li> </ul>
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware.	Ongoing and where appropriate	SENCO, IT Admin, Premises Manager	<ul style="list-style-type: none"> <li>• Increased pupil confidence in use of IT.</li> <li>• Hardware and software available to meet the pupils' needs is appropriate.</li> </ul>