



CALDEW SCHOOL

ACCESSIBILITY PLAN

Plan legally required

Plan reviewed under Resources and Finance Committee

Reviewed biennially

Last review: June 2024

Next review: June 2026

This plan identifies key issues with respect to the school and its key purpose of enabling all students to learn to their full potential. It is designed to enable all students, staff, parents and other stakeholders who use the school to have full and user-friendly access to it, both physically and in terms of the service it provides.

The plan endeavors to ensure that the school conforms to the requirements of the SEN and Disability Act 2001.

The plan is general in scope and acknowledges the following operating principles:

- Budgetary constraints determine a limit to what can be achieved at any given time.
- Need is variable and erratic, so response should be targeted to achieve best value.
- The early identification of forthcoming need is at the heart of an effective plan.
- All building projects must conform to best practice in this regard themselves and should be scrutinised to ensure they make the best possible contribution to addressing related deficiencies in the premises.

In the light of the above, this plan, as a working document, will be supplemented by annexes providing working outlines of specific plans to address particular needs as and when they are identified.

The principal responsibility for identifying forthcoming need lies with the SENCO who will seek to determine, through the SEN review and liaison process, whether students with particular disabilities will be entering the school. The SENCO will inform the head of any such student where modifications may be required.

This need identification must be done at the earliest possible moment, preferably several years in advance of admission. This will enable the necessary steps to be taken to prepare accessibility where it may prove problematic for individuals.

Progress with the Accessibility Plan in general will be monitored through the Governors' Premises Committee and is available to be inspected by parents.

PHYSICAL ACCESS OVERVIEW

ITEM	COMMENTS	ACTION
Academic areas	<p>All ground floor spaces are accessible, but circuitous routes are required for wheelchair users.</p> <p>Some access points have threshold steps e.g. library (courtyard entrance)</p> <p>All steps have contrasting nosing's to aid visibility. All level access during new building work.</p> <p>Ramps are available into D&T block, science block, reception block / street, sixth form block, music / drama and ASC centre.</p> <p>Lift access to Sixth Form only.</p> <p>Upstairs areas in front block, main school block and Science block are inaccessible except by stairs.</p> <p>Routes between first floor rooms in main school block is congested by small size of rooms and landings, though all rooms have inter-connecting doors.</p> <p>Routes between classrooms and food technology is accessible through interconnecting doors.</p> <p>Sixth Form block has adequate upstairs corridor giving access to all first floor seminar rooms.</p> <p>Gym accessible from main school but not from changing room end without stairs.</p>	<p>Wheelchair users will be timetabled whenever possible in rooms where the distance of travel is minimised.</p> <p>In the event of new building projects and refurbishments consideration should be given to strategically sited ramps.</p> <p>Disabled lift access to upstairs areas is required for the front block and main school block.</p> <p>Links between the Sixth Form block and front block may be considered at a future date to provide access to the first floor rooms using the new lift. (NB: existing staff room foundations inadequate for two storey building.</p> <p>Access to main block first floor rooms will require substantial building works to include lift and external corridor over existing flat roof.</p>
Sporting areas	<p>Ramped access is available via outside areas.</p> <p>Main female changing areas are only accessible by stairs. Disabled facilities are available on the ground floor.</p> <p>Sports hall, multi-gym and male changing accessible from outside, but not from main school without stairs / level changes. Level access from main school via the 'street' / outside.</p> <p>Astroturf and fields all accessible from male changing.</p>	
Social areas	<p>Dining room has level access.</p> <p>Street, front of school foyer / cloakroom, Science foyer and main block corridor all accessible and on ground floor.</p> <p>Sixth Form common room accessible from outside and internal entrances.</p> <p>Reception accessible from all approaches.</p>	

Wheelchair access	<p>Apart from first floor rooms, all parts of the school are accessible but by circuitous routes.</p> <p>Doorways to classrooms are conventionally sized and do not enable easy wheelchair access.</p>
Toilet and shower access	<p>New builds provide wide door access.</p> <p>Disabled toilets available in main school, PE, Music/Drama, BEC and ASC centre.</p> <p>Disabled changing room in new PE area provides disabled toilet / shower / changing room at ground floor level.</p> <p>There is no hoist.</p>
Paths and parking	<p>There is also a disabled shower in ASC centre.</p> <p>Most paths are clearly delineated and level. Ramps installed 2010 - reception, both ends of The Street and behind sports hall to yard. In 2014 ramp into side entrance of library installed.</p> <p>Parking bays are clearly delineated on main school car park and visitors' car park.</p> <p>Disabled 'wide' bays are available in both school car parks. These are clearly marked as disabled bays.</p> <p>A specific 'drop off' and pick up' bay marked out for ASC centre.</p>
Emergency and evacuation systems. Signs	<p>Alarm warnings are auditory and visual. These are combined sirens and beacons that are installed around the school.</p> <p>Signs are legible and in clear colours. These are all in one style.</p>
School decor	<p>School colour scheme is simple and enables doorways to be clearly marked out.</p> <p>Appropriate sympathetic colour schemes are used for ASC students.</p>
Lighting	<p>Pillars/columns in walkways/corridors have eye line height highlighted markings for visually impaired.</p> <p>All classrooms, circulation and social spaces are well lit.</p>
Acoustics	<p>All teaching areas are acoustically acceptable.</p> <p>The 'street 'environment exacerbates noise.</p> <p>Hearing loop systems are installed in BEC and music rooms.</p>
Furniture	<p>Furniture and equipment are designed for all-bodied use.</p>
	<p>Signage will be continually reviewed.</p>
	<p>Opportunities will be taken when they arise to improve the acoustics in the sports hall.</p> <p>Consider alternative floor/wall surface finishes.</p> <p>Monitor the need for further expansion of the hearing loop as required</p> <p>Consideration is given to special requirements if need is identified.</p>

Glazing	<p>Lever taps fitted in some science / D&T rooms to aid student use.</p> <p>All glazing has had specialist filter film applied to allow access by students hypersensitive to UV and IR light.</p>	Any replacement exterior glass should be similarly treated
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CURRICULUM ACCESS OVERVIEW

ITEM	COMMENT	ACTION
Teachers and TAs have necessary and appropriate qualifications, training and experience.	SEN teachers are appropriately qualified and have post qualification training.	SENCO is responsible for monitoring the training requirements of the SEN staff.
Classrooms are optimally organised for disabled students.	TAs receive in-post training as appropriate. TAs work within specialist areas.	Specialist skills will be bought in or specific staff training provided if needs not already catered for are identified.
	Classroom layout can be adapted as necessary – but see physical aspects.	Early identification of forthcoming challenges through transition reviews and liaison are vital.
	Upstairs in main teaching block creates a particular problem.	Access to some curricular areas will need change of room use to facilitate in the short term. As subjects involved use general teaching rooms this can be achieved, but at the expense of ideal subject suiting.
		The position of the SEN base may also create difficulties in this respect and the use of G8 as an alternative maybe considered.
Lessons provide opportunities for all students to achieve and differentiated and take into account different learning needs.	The governors' inclusion policy clearly signals the goal of providing opportunities for all students.	Access to B5 lab has been modified for disabled access for students.
All students are encouraged to take part in music, drama and physical activities (both curriculum and extra-curricular).	There is a high degree of commitment to including all students. Students with special needs do take part and have played significant roles for example in school plays, participating in field	Students with hearing impairments have portable throat microphones to be used by subject staff in lessons.
		The school's planning template includes reference to differentiation (different from ... additional to ...) and highlights students with IEPs who require special consideration. The Scheme of Work pro-forma requires subjects to plan for differentiation at all levels.
		All students should be actively encouraged to participate in all activities, particularly by the Learning Support Team if there is a known barrier to participation.

	<p>trips and on ski trips, usually with additional adult support.</p> <p>Effective support is provided for students in PE and other manual / dexterity subjects such as D&T. Specialist support is provided in PE.</p> <p>Planning and risk assessment documentation for trips and visits highlights the need to take appropriate steps for students with special needs and where necessary (e.g. on field trips) to make specific provision and offer alternative tasks.</p> <p>Lesson template highlights specific needs of some students.</p> <p>TAs are alert to needs of specific students.</p> <p>In ICT lessons special screenshots have been developed which provide simplified help for those who require it.</p> <p>ICT equipment, including iPads and laptops are provided for students who experience physical difficulty with writing.</p> <p>See above.</p> <p>All staff are aware of the school's policy on inclusion and actively promote it.</p>	<p>Issues should be identified and individualised solutions found by the Learning Support Team and / or activity leader.</p> <p>When necessary, support should be provided to offer appropriate and relevant alternative activities.</p>
<p>Staff recognise and plan for additional time and effort required by some disabled students e.g. slow writing speed, students with dyslexia; use of some equipment.</p> <p>ICT equipment has been fitted with additional software / hardware to allow access for students with special needs.</p>		<p>Continue to monitor needs of students and effectiveness of teacher response. Address through staff coaching / training when need is identified.</p>
	<p>Relevant hardware and software will be purchased to enable students with specific needs to access this aspect of the curriculum.</p>	
<p>School visits, including foreign visits, are accessible to all, regardless of impairment or attainment.</p> <p>All staff have high expectations for all students and strive to remove barriers to learning and participation.</p>		<p>See above.</p> <p>Staff training includes aspects which are directly (behaviour management) or indirectly (preferred learning styles) orientated towards meeting students' needs.</p>