



Policy: Accessibility Policy and Plan

Reference Number:

Version: 001

Date: January 2017

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Authorised by: Governors' Policy Review Group

Revised by: Chiquita Henson, Head

Review date: January 2018

Statement of intent

This plan outlines the proposals of the governing body of Cirencester Deer Park School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Headteacher and other relevant members of staff
- Governors
- External partners

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Next review date: January 2018

Rationale

Cirencester Deer Park School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Cirencester Deer Park School plans to ensure the accessibility of provision for all pupils, staff, parents and visitors to the school. The Accessibility Plan contains relevant actions in relation to the curriculum, physical environment and the delivery of information. An Access Audit will be undertaken regularly. The school continues to plan and make reasonable adjustments when necessary.

Review

As a result of the previous Accessibility Plan the following has been implemented:

- Curriculum pathways have been used as pupils transition from KS3 to KS4;
- Modified timetables for individual pupils;
- Dedicated TA support for children with specific needs;
- Advisory Teaching Service has visited the school and offered support for key issues;
- Hearing Loop has been fitted in the main hall;
- Sign Language specialist provided for a deaf parent;
- SENCO and Year leader visit pupils in Year 6 prior to their transition;
- SENCO meets with parents of pupils joining the school with SEND;
- Primary Challenge day for targeted Year 6 pupils;
- Personal Evacuation Plans are written and tested for individual pupils;
- Staff training by specialists (for example visual impairment and transgender);
- Specialist aids and equipment for practical subjects;
- Resources printed on coloured paper specific for that pupil.

The next pages detail the Accessibility Plan and contain relevant actions in relation to:

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. We recognise that if a school fails to do this we are in breach of the Disability Discrimination Act. This covers teaching and learning and the wider provision of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents/carers and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available on request in various preferred formats within a reasonable time frame.

Related documents

- Single Equality Policy
- SEN Policy
- Pupil Premium Policy
- Curriculum Policy
- Safeguarding and Child Protection Policy

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Review and revise curriculum policy. Strategic plan: B.1	LL	January 2016	Entitlement defined; Curriculum policy revised and approved	November 2017
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Strategic plan; A.3	External advisors, SENCO	Autumn 2016	Staff members have the skills to support children with SEND	Spring 2017
	Curriculum does not ensure all pupils are prepared for life in modern Britain.	Audit key skills, social, moral, spiritual and cultural aspects of learning and values across curriculum areas. Strategic plan: B.1	LL, Heads of Faculty.	Spring 2017	Social, moral, spiritual and cultural aspects of learning strongly evident across the school; pupils are well prepared for life in modern Britain.	2018-19
	School trips do not take into account children with SEND	Needs of children with SEND incorporated into planning process.	Trip leaders/S ENCO	When school trips are offered	Planning of school trips takes into account children with SEND	Ongoing
Medium term	Curriculum model is not sustainable.	Develop a rich, coherent and sustainable curriculum model in KS4 for all of our learners in 2018. Strategic plan: B.1	SLT, Heads of Faculty.	2017- 2018	Sustainable curriculum model developed and implemented.	October 2018
Long term	Pupils with SEND cannot access all lessons	Provide reasonable adjustments to pupils with SEND Strategic plan: B.4	SLT, SENCO, Heads of Faculty.	When relevant	Pupils with SEND can access all lessons.	Ongoing

Planning duty 2: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	SLT do not know if the school's physical environment is accessible to all members of the school community.	Audit of physical environment Strategic plan: C.4	FP, SLT, SENCO.	When relevant	School is aware of accessibility gaps to its physical environment, and will make a plan to address them	Ongoing
Medium term	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate colour schemes and aids Strategic plan: B.4	Advisory Teaching Service, SENCO, HLC.	When relevant	Learning environment is accessible to pupils with visual impairments	Ongoing
	Toilets are not accessible to pupils with SEND	Handrails and other physical aids installed Strategic plan: C.4	FP, SLT, SENCO	When relevant	Access to toilets is increased	Ongoing
Long term	Children with physical disabilities cannot access all school buildings	Reasonable adjustments made Strategic plan: C.4	FP, SLT, building contractors	When relevant	School buildings are fully accessible	Ongoing

Planning duty 3: Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff does not know whether school information is accessible or not	Audit of information delivery procedures Strategic plan:C.4	SLT/SENCO/CGS Team	When relevant.	School is aware of accessibility gaps to its information delivery procedures	Ongoing
	School does not know how to make written information accessible to pupils, parents/carers.	School seeks advice from external advisors	SENCO/Advisory Teaching Service.	When relevant	School is aware of local services for converting written information into alternative formats	Ongoing
Medium term	Written information is not accessible to pupils with visual impairments	Purchase relevant aids and equipment	SENCO, HLC, ICT team	When relevant	Written information is fully accessible to children with visual impairments	ongoing
Long term						

