



Policy: Accessibility Policy and Plan

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Authorised by: Local Governing Body

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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 Local Authority (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
- Pupils
- Headteacher and other relevant members of staff
- Members of Local Governing Body
- External partners

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. The school continues to plan and make reasonable adjustments when necessary throughout each academic year.

Review

As a result of previous Accessibility Plans the following was implemented:

- Curriculum pathways have been used as pupils transition from KS3 to KS4;
- Modified timetables for individual pupils;
- Advisory Teaching Service visits the school and offers support for key issues;
- Hearing Loop in the main hall;
- Special Educational Needs and Disabilities Co-ordinator (SENDCO) may visit pupils in Year 6 prior to their transition;
- SENDCO meets with parents of pupils joining the school with Special Educational Needs and Disabilities (SEND) where necessary;
- Primary Challenge day for targeted Year 6 pupils;
- Personal Evacuation Plans are written and tested for individual pupils where necessary;
- Staff training by specialists (for example visual impairment and Autistic Spectrum Disorder) where necessary;
- Specialist aids and equipment for practical subjects where necessary;
- 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. Additional funding may be required in order to facilitate these adjustments.
- 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
- CET SEND 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.	SLT, Heads of Faculty	Academic year 2023-24	Curriculum policy revised and approved	March 2024
	Staff members do not have the skills to support pupils with SEND	INSET and information provided to staff members	External advisors, SENDCO	CPD in academic year 2023-24	Staff members have the skills to support children with SEND in the school 2023-24	End of each academic year for the next year.
	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 using gridmaker.	EH, Heads of Faculty.	Annually	Social, moral, spiritual and cultural aspects of learning strongly evident across the school; pupils are well prepared for life in modern Britain.	Annually but gridmaker is a live online tool so can be updated throughout the year.
	School trips do not take into account children with SEND	Needs of children with SEND incorporated into planning process.	Trip leaders/SE NDCO	When school trips are offered	Planning of school trips takes into account children with SEND.	Ongoing throughout each academic year.
Medium term	Curriculum model is not sustainable.	Develop a rich, coherent and sustainable curriculum model in KS3 and KS4 for all of our learners.	SLT, Heads of Faculty.	For implementation of the new timetable each year	Sustainable curriculum model developed and implemented.	Autumn Term each academic year.
	Increase extent to which pupils with disabilities participate in the school's curriculum.	Curriculum is reviewed to ensure that pupils with disabilities are able to take advantage of education benefits, facilities and services.	SLT, Heads of Faculty	When a pupil with a disability or need the school has not had in the school before joins the school.	Pupils with disabilities fully participate in the school's curriculum.	Prior to a pupil with a disability or need the school has not had in the school before joins the school roll.

Long term	Pupils with SEND cannot access all lessons.	Provide reasonable adjustments and improved delivery of information to pupils with SEND.	SLT, SENDCO, Heads of Faculty.	When new technologies or resources are purchased by faculties to meet curriculum needs.	Pupils with SEND can access all lessons.	When curriculum changes are confirmed by Government for implementation in the next academic year or two years.
	Pupils with SEND cannot access all areas of the school easily.	Provide reasonable adjustments to access to buildings for pupils with SEND.	SLT, SENDCO	When new buildings or alterations to existing buildings are planned. When a pupil with a disability or need the school has not had in the school before identifies Deer Park as their school of choice.	Pupils with SEND can access all areas of the school easily.	When new buildings or alterations to existing buildings are planned. Prior to a pupil with a disability or need the school has not had in the school before joins the school roll.

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.	Review of physical environment of the school.	SG, SLT, SENDCO with relevant pupils.	When relevant	School is aware of accessibility gaps to its physical environment, and will make a plan to address them	Each academic year.
Medium term	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate colour schemes and aids	Advisory Teaching Service, SENDCO, JXD.	When relevant.	Learning environment is accessible to pupils with visual impairments	Each academic year.
	Toilets are not accessible to pupils with SEND	Accessible toilets available	SG, SLT, SENDCO	When relevant	Access to toilets is increased for pupils with SEND.	When a pupil with a disability or need the school has not had in the school is going to join the school.
Long term	Children with physical disabilities cannot access all school buildings easily.	Provide reasonable adjustments to access to buildings for pupils with physical disabilities.	SG, SLT, SENDCO, building contractors	When new buildings or alterations to existing buildings are planned. When a pupil with a disability or need the school has not had in the school before identifies Deer Park as their school of choice.	School buildings are more easily accessible to pupils with physical disabilities.	When new buildings or alterations to existing buildings are planned. Prior to a pupil with a disability or need the school has not had in the school before joins the school roll.

Planning duty 3: Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff do not know whether school information is accessible or not until parents/carers identify this.	Review of information delivery procedures	SLT/SEND/CO/Pastoral Team	When relevant and school are made aware of an issue with information not being accessible to parents/carers.	School is aware of accessibility gaps to its information delivery procedures and addresses them by responding to need.	Ongoing each academic year.
	School does not know how to make written information accessible to pupils, parents/carers.	School seeks advice from external advisors	SEND/CO/Advisory Teaching Service.	When relevant	School is aware of local services for converting written information into alternative formats	Prior to a pupil with a disability or need the school has not had in the school joins the school.
Medium term	Written information is not accessible to pupils with visual impairments or other disabilities.	Purchase relevant aids and equipment within the resource available	SEND/CO, HLC, JXD ICT team	When relevant	Written information is fully accessible to children with visual impairments or other disabilities.	Prior to a pupil with a disability or need the school has not had in the school is going to join the school.
Long term						

Document History

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School Lead	Deputy Head
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Significant Amendments made by Deputy Head September 2023		
Section	Title	Changes
		No significant changes for this academic year at the point of review (September 2023).