



Accessibility Policy and Plan

Updated: 06-17
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Next Review: 06-19
Approved by: JR/SCC

This Policy applies throughout the School from the EYFS to Year 6.

Introduction

This policy and the associated plan are drawn up in accordance with the planning duty in Schedule 10 of the Equality Act 2010 and ISI Regulation 17b.

Schools have a duty to make reasonable adjustments to make sure disabled pupils are not discriminated against. They must make the buildings accessible for their disabled pupils as part of their overall planning duties.

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

Key Objective

To reduce and eliminate barriers to accessing the curriculum and to enable full participation in the School community for pupils, prospective pupils and adult users with a disability.

Principles

1. Compliance with the Equality Act 2010 is consistent with the School's aims, its Equal Opportunities Policy and its Disability Inclusion, SEN and Learning Support Policy.
2. The School recognises its duty under the Equality Act 2010:
 - Not to discriminate against disabled pupils in their admissions, exclusions and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an Accessibility Plan (in the form appended hereto)
3. In performing their duties, Governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).
4. The School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
5. The School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. It

endorses the key principles in the National Curriculum 2000 framework which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils

Premises

The School buildings include some that are over 150 years old and, as such, are not designed to meet the needs of disabled pupils. The School Nursery site is accessible to staff and pupils with physical impairments as is one of the Reception classrooms. The more recent buildings, notably St Mary's, have been planned to increase disabled access as much as is reasonably possible:

- All ground floor entrances can be accessed without steps
- St Mary's has a lift to all floors
- There are two disabled toilets, one in the entrance lobby and one on the ground floor of St Mary's
- Use of classrooms can be rotated to meet specific need of pupils and staff

Accessibility Planning

To assist in planning accessibility, records of any expert advice received in connection with individual pupils are kept by the Bursar.

The School has identified the following points for action as part of its School Improvement Plan in order to achieve the key objective of this Policy:

a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils and are aware of the importance of accessibility. The School will continue to seek and follow the advice of experts in this area, such as education and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The School will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

In particular:

- A telephone-based tannoy system for the evacuation of the building will shortly be installed
- The cost of installing a lift or ramp to upper levels of the older part of the School will be investigated
- Signs in Braille could be provided at the front entrance

c) Provision of information in other formats

The School is aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Linked Policies

- Continuing Professional Development Policy
- Curriculum Policy
- Disability Inclusion, SEN and Learning Support Policy
- Equal Opportunities Policy
- Fire Risk Prevention Policy and Procedures
- Procedures for Evacuation of Persons with Disabilities
- Professional Review Policy
- Risk Assessment Policy
- School Improvement Plan

APPENDIX

The Cavendish School Accessibility Plan (June 2015 to June 2018)

| Actions | Owner | Timescale | Considerations | Success Criteria | Comments |
|--|------------------------|------------------|--|-------------------------|---|
| School Buildings | | | | | |
| New school building has been designed to incorporate full accessibility features including an accessible toilet and step free access | Governors | 2015- | | | |
| Disabled access to upper floors of new classroom block has been enabled through the inclusion of a platform lift | Governors | 2015- | Not only for pupils and staff but for visitors as well | | |
| Fire escape routes from the upper floors of new classroom block incorporate fire refuges | | | | | |
| Procedures for the Evacuation of Persons with Disabilities have been drawn up | Bursar | | Not only for pupils and staff but for visitors as well | | |
| Accessing the Curriculum | | | | | |
| Staff training in this area will continue to take place | SMT | 2015- | | | 1) Experts in allergies, cystic fibrosis & diabetes have delivered training to staff 2) Weekly staff meetings flag up pupils with potential challenges 3) Individual Educational Needs Register is constantly updated |
| Updating teaching materials and resources will include these considerations | SMT and teaching staff | 2015- | | | Use of laptops aids flexibility in presentation of written material |
| Material in different formats | | | | | |
| We will investigate the types and availability of these materials | SMT | 2015- | | | Use of laptops aids flexibility in presentation of written material |

The plan is also available in the following formats, on request to the Head: email, enlarged print version, and other formats by arrangement.