

CUL Academy Accessibility Plan

Introductory Statement

This Accessibility Plan has been drawn up in consultation with the management and staff of the School and covers the period from March 2015 to February 2020. The plan will be kept under review during this period and will be revised as necessary.

This Accessibility Plan was last reviewed in March 2015.

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Trustees have had three key duties towards disabled pupils under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This duty requires schools to produce an Accessibility Plan, published and evaluated annually, which identifies the action the schools intends to take over a three year period to increase access for those with a disability in three key areas.

The three areas are:

- Increasing the extent to which disabled pupils are able to participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

In addition, the Disability Equality Duty (2006) required all schools to:

- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of those with a disability.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.
- In furtherance of this duty school has
- Involved those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Published the DES/Action Plan.
- Demonstrated school has taken action identified to achieve outcomes.
- Arranged to report on progress, review and revise the DES/AP annually (September each year)

The purpose and direction of the school's plan: vision and values

The school access plan will focus on removing barriers to access and positively promote the involvement and successful participation of pupils with disabilities.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Views of those consulted during the development of the plan

Views are taken from all stakeholders at SEN planning meetings, review meetings and individual education plan reviews. There is a positive opinion regarding the provision for and access by students with disabilities. These meetings give us a chance to reflect on what we do and make adjustments when needed.

We constantly monitor and intervene on behalf of all students identified as having SEND. Also, we conduct 'structured' conversations' with all these students, their teachers and their parents in a formal way 3 times a year.

The plan and other relevant policies can be made available in large print or other accessible format, if required.

Background

The School's layout and facilities

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The main teaching area of the school is on 2 levels with one lift. The building has been renovated and made fit for purpose.

This development has improved accessibility to the school. We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of the School to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter. The Accessibility Plan can be read with the following policies, strategies and documents:

- School Prospectus
- Equal Opportunities Policies
- Health and Safety Policy
- Special Educational Needs and Learning Difficulties
- Disability Policy.

The plan will be monitored through the Bursar.

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupils to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments. In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware. In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

Increasing the extent to which disabled pupils can participate in the school curriculum

	Target	Strategies	Outcome	Timeframe	Goals achieved
Short Term	Ensure awareness of disabled pupils needs at Open Day	Awareness by Director of Admissions to potential issues with access to school areas	If needed, tours for parents or children with mobility problems are arranged either on a separate day or with a special tour guide. Designated parking spaces made available.		Tours delivered as required to potential pupils
Short Term	Ensure that the Admissions process to ensure that all potential candidates are fairly reviewed	Ensure SENCO is consulted with all potential pupils with disability to assess any reasonable adjustment required	Appropriate arrangements for candidates to assess their ability to join the school regardless of disability.		Pupils requiring extra time and special arrangements are applying to the school
Short Term	Make entrances easy to use	Roll out use of Alto locks on access doors	Ensure disabled pupils able to move freely through access controlled entry points.		
Medium Term	Enable staff to increase their knowledge and understanding of needs of disabled pupils should they be admitted to the school.	Training of staff	Staff confidence in providing appropriate teaching and support for disabled pupils.		
Medium Term	Maintain commitment to a well-trained and qualified Learning Support team to support all pupils	Maintaining budgets and training of specialist staff.	Staff has a qualified team to consult and to help to deliver education to disabled pupils.		
Medium Term	Enable all visitors to access parents evenings and speech days.		If needed, pupils with limited mobility are able to navigate through the entire building.		
Short Term	Provide text books in an easy to read format or larger print.	If required, books are available in large format through Learning	If required, pupils with reading difficulties can access different types of		

		Support for pupils with difficulty reading	learning material through Learning Support		
Short Term	Ensure information in lessons can be read on the board and teachers voice can be heard.	Optimise light and sound.	All pupils can see and hear lessons to be able to get the best out of them	Immediate	Blinds and curtains operational in all classrooms. Av equipment maintained.
Medium Term	Prospectus and or admissions information provided in a large print or with read aloud technology	Research sources of alternative formats including costings	If needed, the School could provide written information on alternative formats		
Long Term	Use of ICT to support students with disabilities in the classroom	Research new technologies for any new pupil with hearing or visual difficulties that disrupt learning	As required, use technology to assist lesson delivery.		

Date Policy Ratified:

Member of Staff Responsible: Mr Wayne Henry (Principal)

Review Date: December 2016