



Cleves School  
Learning Together

# SCHOOL ACCESSIBILITY PLAN

## School Accessibility Plan

January 2015 to January 2018

### 1. Introduction

#### Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties (Equality Policy & Equality Information & Objectives).

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme (Equality Policy & Equality Information & Objectives) and sets out how the Governing Body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can 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.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

1.1.1 At Cleves School we are committed to establishing equality for all pupils, their parents/ carers, staff and other users of the school. This is reflected in our school aims, which state:

Cleves School aims :

To develop an inclusive community in which each individual (including those with special educational needs and disabilities) feels supported and secure and through which everyone has an equal opportunity to succeed.

To teach skills, knowledge and understanding which pupils need to lead confident, healthy lives and to become informed, active and responsible citizens through the provision of a broad balanced curriculum. Within the school community we are all learners, striving to progress and develop. Through challenge, we achieve high standards.

1.1.2 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

## **1.2 The Involvement of Disabled Children and Young People, Staff and Parents**

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme (Equality Policy & Equality Information & Objectives).

2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

3. Cleves School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Equality Policy (Equality Policy & Equality Information & Objectives)
- Special Educational Needs & Disabilities

4. This plan considers the following three areas as identified in the introduction:

4.1 Increasing the extent to which disabled pupils can participate in the school’s curriculum by securing relevant staff training and ensuring appropriate classroom organisation

4.2 Improving the physical environment of the school as appropriate such as ramps and handrails, physical aids to access education such as specialist desks and ICT equipment

4.3 Improving the delivery to disabled pupils of information when appropriate which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of

communication such as Braille, audio tape, large print and the provision of information orally. 5. Increasing the extent to which disabled pupils can participate in the school curriculum The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school provides additional support for pupils and supports teachers in implementing strategies for improving pupils’ behaviour and access to learning. The school works closely with specialist services including:

- Hearing Impaired Children’s service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Freemantles Outreach Team
- CAMHS (Child and Adolescent Mental Health Services)
- Learning and Language support services
- Behaviour Support
- Educational Psychology Service

6. Improving access to the physical environment of the school This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Cleves School.

7. Improving the delivery of information to disabled persons Staff are aware of the services available through the LA for converting written information into alternative formats.

8. This Accessibility Plan is reviewed every three years by the Governors Resources Committee following consultation with the larger school community.

<b>Priority</b>	<b>Issue addressed</b>	<b>Action</b>	<b>Success criteria</b>	<b>Lead</b>	<b>When</b>
Physical accessibility of school increased	Ramps and lifts accessible	Consider in maintenance plan Improve signage to indicate access routes around school	Feedback by users	PF/ SLT	Autumn 2015
Availability of		Ensure availability	Information to disabled	All staff	Ongoing

written material in alternative formats		of information for parents and carers improving where appropriate and display appropriate leaflets for parents to collect	pupils/ parents Written information available in alternative formats. Take up of information leaflets by parents		and in place.
Training for staff on increasing access to the curriculum for disabled people		Staff audit and training arranged	Increased access to the curriculum. Needs of pupils met. Priority staff training needs met.	JG/SLT	April 2015 January 2016
Maintain safe access around exterior of school		Ensure that pathways are kept clear of vegetation Make sure grounds maintenance contractors know which areas to prioritise Make pathways level to prevent trip hazards	All to move unhindered along exterior pathways	Site manager	July 2015
Increase the extent to which disabled pupils can access the school's curriculum	Differentiation may not be supporting all learners equally	Adoption of skills based creative curriculum Use of thinking and learning styles- inset Revised structure of Learning Development Department Review of SEN	Planning- overview Teaching observations Feedback from pupils and staff and other adults	All staff	Ongoing

		budget and resources			
Ensure that all disabled stakeholders are provided with resources that access information readily for them	Some disabled stakeholders may not have easy access to information	Written correspondence available to all in large print on request School website informs stakeholders. IT hardware and software provision reviewed Development of Cleves Hub	Feedback from stakeholders. Take up of information/resources New IT provision successful	All	Termly

Classrooms are organised to promote the participation and independence of all pupils.		Review classroom layout to support the learning process in individual classrooms	Increased attainment as needs of pupils being met.	All staff	December 2015
To raise staff awareness regarding SEND 2014 and ensure that quality first teaching is practised throughout the school	All teachers understand their responsibility to meet the needs of all learners	Raise awareness of SEND 2014 Staff to apply practices to all planning, teaching and learning Monitor	Plans monitored Lesson observations Children feel supported and therefore make good progress	All staff	April 2015
Installation of hearing loop in Performance and Sports Halls	Disabled stakeholders might be excluded from school performances	Hearing loop installed	Feedback	Business Manager	January 2017

	and other performances shown in Hall				
Re-establish yellow stripes around the school grounds to designate changes in height	Disabled stakeholders might be disadvantaged when moving around the site	Yellow stripes repainted	Feedback	Business Manager	April 2015
Highlight and remark the use of disabled parking bays	Stakeholders not aware of the proper use of disabled bays in school car park	Use monitored Signs erected Consideration of further allocation	Feedback	All staff	December 2015
Monitor attendance of SEND groups in pupil voice and extra-curricular groups	SEND pupils may not be accessing after school clubs.	Check Inclusive Sport pupils have joined other alternative after school activities. Monitor attendance through liaison with parents, class teachers, Head of Community & Sport and children.	Attendance of extra-curricular activities by SEND pupils is equal to that of other pupils.	SENCo	July 2015

This policy was agreed by the Governors Resources Committee on 24 Feb 15 and will be reviewed in 3 years' time. Next review February 2018.