



## Cauldwell School

### **Policy: Access and Accessibility Plan**

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# Cauldwell School

## Access Policy

### **Introduction**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

### **Definition of Disability**

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Key Objectives**

To reduce and eliminate barriers to access:

- the curriculum
- full participation in the school community for pupils, and prospective pupils, with a disability.

### **Principles**

Compliance with the Equality Act is consistent with the school’s aims and Equality Policy, and the operation of the schools inclusion/SEND Policy.

The school recognises its duty under the Equality Act 2010:

- not to discriminate against disabled pupils in their admissions and 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 substantial disadvantage.

Cauldwell School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

## Linked Policies

This policy will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- Inclusion/SEND Policy
- Equality Policy
- Curriculum policies

and will be subject to review annually.

## Accessibility Plan

There are three distinct elements that need to be considered:

- Improved access to the curriculum, which considers the delivery of educational activities and services at Cauldwell School
- Physical environment, which considers the access needs of disabled pupils and parents to the buildings and grounds.
- Improved access to information, which considers the way Cauldwell School communicates written or presented information to pupils and parents

<b>Curriculum</b>		
<b>Lessons</b>	<b>Actions</b>	<b>When</b>
Lessons are differentiated to allow for pupils differing academic abilities. Pupils work as individuals, in pairs, groups and in whole class situations. Support and encouragement is given wherever deemed necessary. Reasonable adjustments have been made for pupil e.g. writing slopes provided, hearing loops installed.	It may be necessary to provide PC's, laptops, I-Pads and other technology to allow for access to the curriculum e.g. brailers and audio links	Technology obtained / installed as needed.
<b>Staff</b>	<b>Actions</b>	<b>When</b>
Staff are aware as far as possible of the specific needs of their existing pupils. Medical conditions are made known to staff and training given to those who deal with or may need to deal with these conditions. Teachers will pass on all necessary information at transition meetings held in the summer term.	Training to support specific pupils in their access requirements may be required. Staff to be encouraged to speak clearly whilst facing pupils.	Training as required.
<b>Physical environment</b>		

<b>School grounds</b>	<b>Action</b>	<b>When</b>
Whole school is accessible to wheelchair users, ramps, lift and low level reception access.	Ensure any new buildings are fully accessible – ramps, hearing loops etc.	As required
<b>Classrooms</b>	<b>Action</b>	<b>When</b>
Tables arranged in order that pupils can manoeuvre easily around them. Pupils who need a quiet space have access to this as required.	Teachers regularly check the classroom set up is easy for pupils to access and manoeuvre in.	Ongoing

<b>Improved Access to information</b>		
<b>Letters to parents</b>	<b>Action</b>	<b>When</b>
Letters/policies/the school prospectus currently available in one format.	Make parents/carers aware they can ask for letters/policies/the school prospectus in other formats- put a message on the website. We will endeavour to provide other formats e.g. large print or other languages on the website.	2016/17
<b>Information for pupils</b>	<b>Action</b>	<b>When</b>
Information for pupils e.g. worksheets, handouts, text books is provided in written format. Visual timetables are provided in all classrooms.	Reasonable adjustments will be made for pupils with disabilities e.g. large format, Braille, using a symbol system.	As required