

Cressex Lodge Accessibility Plan

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Policy Statement

Cressex Lodge School is a diverse and inclusive community that focuses on the wellbeing and progress of every pupil and where all members of our community are of equal worth.

We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all pupils 'achieve their very best'.

CLS will be a centre of excellence in learning, where all pupils, including those with disabilities, are supported and challenged to fulfil high ambitions.

The school's SEND policy plays a substantial role in guiding the school's developing provision for pupils with special educational needs and disabilities.

Procedure

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Directors of SWAAY Children and Adolescent Services to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled pupils can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled pupils, so information is as available as it is for pupils who are not disabled.

Aim of Plan

All pupils will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Pupils



will demonstrate the empathy and confidence to work with others to achieve a better future.

Objectives

The objectives of this plan are:

- To ensure all disabled pupils are fully involved in school life and are making good progress.
- To identifying barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled pupils.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils.

Definitions

Definition of Disability (Equality Act 2010): “A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities.”

Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

1. has a significantly greater difficulty in learning than the majority of others of the same age, or
2. has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include pupils with medical needs.

The Accessibility Plan

This plan summarises our development priorities in the three areas specified by the Disability Act (see introduction above). The school is also committed to making reasonable adjustments for individual pupils to ensure all pupils can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

To Increase the Extent to Which Disabled Pupils Can Participate in the School's Curriculum

Pupils with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision. Every effort is



made to educate pupils with SEND alongside their peers in a classroom setting. Where this is not possible, the SENDCO consults the staff team to agree a suitable class group.

The school curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.

The school environment already incorporates many features to ensure accessibility to pupils with disabilities. These include:

- Wheelchair access to the ground floor.
- Ground floor classrooms and accessible outdoor learning environment.
- Disabled toilet on the ground floor.
- Customised furniture and/or equipment can be made available

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual pupils' needs are met. Similar attention is given to how pupils' needs can be met on school journeys and visits.

The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by the Health and Safety Committee as part of their regular Safeguarding and Health and Safety tours of the school.

To improve the delivery of information to disabled pupils, so information is available as it is for pupils who are not disabled.

Teachers and TAs consider the needs of each SEND pupil and provide accessible learning resources for them. The increasing use of Interactive Whiteboards/Touchscreens and other digital technologies have diversified the ways in which information is presented to all pupils. Visual and audio information is now as common as written information.

In addition, the school makes the following available as appropriate:

1. Differentiated resources with particular attention to reading age, plain English, images and layout.
2. Laptops and other digital technologies.
3. Coloured overlays for text.
4. Tactile resources.
5. Readers and/or scribes in exams, where appropriate

Responsibilities

- All staff are responsible for identifying and removing barriers to learning for disabled pupils.
- All leaders are responsible for improving accessibility within their area of responsibility.
- The Directors are responsible for the approval of this plan.
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.

The SENCO is responsible for ensuring that all current pupils' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled pupils' needs