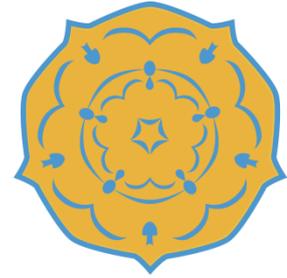


The Gold Rose MAT

Being the best we can be



Accessibility Plan

Scheme of Delegation

Approver: *Headteacher*

Reviewer: *Assistant Head (Inclusion)*

Dates

Date of approval: January 2021

Date for revision: January 2024

Category

A – statutory policy required by educational legislation

B – statutory policy required by other legislation impacting directly on schools

C – statutory other

D – document referenced in statutory guidance

NS – non statutory

Published

School webpage

trust webpage

prospectus

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 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 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 pupil.

This plan covers the three areas required by the planning duties in the Equality Act 2010:

- **Curriculum** – increasing the extent to which pupils with disabilities can participate in the curriculum;
- **Physical environment** – improving the physical environment of schools to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided;
- **Information** – improving the availability of accessible information to pupils with disabilities.

Disability is defined by the Disability Discrimination Act 1995 (DDA):

‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.’

Accessibility at The Cippenham School

Cippenham School is a diverse, vibrant school that is fully committed to including all pupils.

Our Principles:

- We aim to provide an environment where barriers to learning are reduced and inclusion is an integral part of school life.
- We are fully committed to including all children in all aspects of school life wherever possible.
- We endeavour to ensure that all children, irrespective of need, are happy, feel respected and confident and are able to reach their full potential in all areas.
- We believe that children will be most successful when there is a close partnership between school and home and aim to work closely with parents, taking on board their unique knowledge of their child in order to secure the best outcomes possible.

Supporting Policies:

Equality Plan

Special Educational Needs

Learning and Teaching

Health and Safety

Appendix 1: Cippenham School

Current Accessibility

Current Accessibility of our school

- **Curriculum**

We ensure a rich, relevant and purposeful curriculum is offered, providing worthwhile experiences and ensuring that pupils are ready for the next phase of their education.

Teachers receive regular CPD on AEN so that they are able to meet a wide variety of needs within the classroom through quality, differentiated teaching including catch up support where needed. Where additional support is needed, we have a large Inclusion team and a welfare team who are able to both provide support and advice and work directly with children. Some of this direct support includes physiotherapy, occupational therapy, speech and language support, emotional literacy support and counselling.

We are continually investing in new equipment in order to meet the needs of our pupils with additional needs such as visualisers, writing slopes, physiotherapy equipment, coloured overlays and laptops.

We work closely with a variety of specialist outside agencies to ensure that all pupils' needs are fully met including Educational Psychologist, Speech and Language Therapist, CAMHS, Physiotherapy and Occupational Therapy Service and the Sensory Consortium. These services both support our pupils directly where necessary and provide the school with support on advice with facilitating full access to school life.

- **Physical Environment**

We are a single storey site and all areas apart from a small courtyard are wheelchair accessible. We have two disabled parking spaces for parents, visitors or staff with a blue badge and five disabled toilets.

The school was built in the 1930s and has been extended and remodelled over time. All extensions and adaptations are fully DDA compliant. Recently the school has invested in specialist equipment for classroom and toilet access, for a pupil with a complex physical impairment. At Cippenham School, we are confident at making reasonable adjustments to the environment, for example, on the advice of the Sensory Consortium Service, any steps around the school were painted in order to increase visibility for any children with a visual impairment.

From September 2015, any children with a disability or injury that prevents them exiting the building through the agreed fire exit routes will have a Personal Emergency Evacuation Plan.

We take advice from outside agencies to make reasonable adaptations to the site in order to meet the specific needs of individual children wherever possible.

- **Information**

We work closely with the Sensory Consortium Service to ensure our children with a hearing or visual impairment have full access to all information presented to pupils. This can be achieved through a variety of strategies including classroom positioning, use of radio aids, visualisers, enlarged texts etc. We have a selection of talking books in our library for pupils who may be unable to access written text for any reason and also used the RNIB library service to ensure pupils with a VI are provided with books they can access and enjoy.

- **Plan Objectives**

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	To ensure successful transition of any pupils with a disability PEEPs set up where necessary.	Meetings between school staff, feeder schools and relevant outside agencies. Welfare and Inclusion team to set up PEEPs as needed.	School is able to meet the needs and facilitate access of new pupils with a disability. Any children who cannot exit the building via the usual emergency exit routes – and adults working with them – will be aware of how they will exit in an emergency.	Ongoing September 2020 and ongoing	Increase in access to the National Curriculum. Physical accessibility of school increased.
Medium term	To ensure new and existing staff have up to date training on meeting AEN. To ensure evacuation signals can be accessed from all parts of building by everyone	AEN training needs audit to be carried out by the Assistant SENCo for all teachers and LSAs. Accessibility monitoring during fire drills with a particular focus on pupils with a PI	An appropriate programme of CPD on Inclusion in place for 2020-21 All pupils and staff are able to access an evacuation signal from wherever they are in the building, through appropriate sounders and beacons.	Academic year 2020-21 Academic year 2020-21	Increase in access to the National Curriculum Increase in awareness of attachment needs, communication and interaction needs and how to support children in these areas Increase in access to the National Curriculum Physical accessibility of school increased
Long term	To ensure all areas of school are accessible for pupils with PI	Liaison between Inclusion team and Physio/ OT to purchase specialist equipment for classroom and toilet access for pupils with PI	All areas of school will be fully accessible.	Academic year 2020-21	Physical accessibility of school increased