



Accessibility Plan Policy

Cranberry Academy

Date of Policy : September 2019

Review: September 2020

The definition of disability is:

“A person suffers 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.”

Physical or mental impairments can include sensory impairments (such as those effecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils’ everyday lives.

As a school we recognise:

i) Our duty under the Disability Discrimination Act (‘95) as amended by the SENDA (2001)

“from September 2002, it will be unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.”

Schools and LAs, therefore, must:

Not treat disabled pupils less favourably; *and* take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the ‘reasonable adjustment’ duty).

ii) That Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans

2. Scope of the Plan

This plan covers all three main strands of the planning duty:

i) Improving the physical environment of school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education also cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor

coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

NB. In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework (ie through statutory assessment) and to a lesser extent through the planning duty which applies to all schools.

The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

With regard to expensive items of specialist equipment which a school could not reasonably be expected to provide from its own resources, SENSS currently manages a small budget. A panel of SENSS specialist teachers meets regularly to determine priorities for the use of this funding.

ii) Increase the extent to which pupils with disabilities can access and participate in the school's curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Cranberry Academy expects to plan to improve progressively access to the curriculum for all disabled pupils, although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework.

The accessibility strategies and plans will help to ensure that the school is planning and preparing to respond to the particular needs of individual pupils.

iii) Improving the delivery of information to pupils with disabilities.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, or through a recognised symbol system or ICT. This information should also be

made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

The school will also consider the needs of parents who may themselves have a physical, sensory or learning disability to determine how they can be supported in accessing essential information about the school.

Aims of the Accessibility Plan:

School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to achieve this will include:

- having high expectations of all pupils;
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama;
- planning out-of-school activities including all school trips and excursions, so that pupils with disabilities can participate;
- setting an admissions policy and criteria which do not discriminate against pupils with disabilities or treat them unfairly;
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities;
- planning the physical environment of the school to cater for the needs of pupils with disabilities;
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training;
- providing written information for pupils with disabilities in a form which is user friendly;
- examining our library and reading books to ensure that there are examples of positive images of people with disabilities.

Actions to ensure equality for pupils with disabilities:

i) We shall undertake a disability audit covering the 3 strands.

ii) As a result of the audit, we shall:

- write an action plan which includes short, medium and long-term targets;

- make the policy and targets known to all teaching, support and ancillary staff, pupils and parents;
- monitor the success of the plan.

ii) The plan will be reviewed annually.

Monitoring:

The school recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

Admissions; Attainment; Attendance; Punctuality;
Effects of pastoral strategies; Rewards; Sanctions;
Exclusions; Response to teaching styles/subject; SEN Register;
Setting/groups; Effects of the Literacy & Numeracy Strategies;
Extra-curricular activities; Homework;
Selection & recruitment of staff; Governing Body representation; Parents attending consultation meetings; Parents' involvement in the life of the school.