



# **ACCESSIBILITY POLICY 2019-2021**

## **Background**

The Disability Discrimination Act (DDA) 2005 makes it “unlawful to treat disabled people less favourably than other people for a reason related to their disability.”

As a result of this legislation each Local Education Authority has a legal duty to prepare an accessibility strategy for the schools for which it is responsible.

Each school in turn is responsible for ensuring that pupils with disabilities are not discriminated against. Schools must produce their own accessibility plan to show how they will ensure and improve access to the curriculum, physical access and access to information for disabled people. It should also show how resources will be appropriately targeted to meet the objectives of the plan.

## **Definition of Disability**

Within the Disability Discrimination Act 2005 “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.”

This is a very wide definition and includes people who have long term physical, sensory, mental and medical conditions which limit their functioning for an extended period of time.

The key objective of the legislation is to reduce and eliminate barriers to the full participation in the school community of pupils and parents with such a disability.

## **General Statement of Policy**

The school is committed to working towards equality, promoting positive approaches to difference and fostering respect for people from all backgrounds.

The school welcomes its duties under the Disability Discrimination Act 2005 and other equal opportunities legislation and is opposed to all forms of prejudice and discrimination.

The school recognises that the community we serve is made up of people with a wide range of disabilities. It is our aim that the school should provide for all members of this community equally.

All employees have a responsibility to read, understand and comply with this policy.

## **Aim**

Cefn Saeson Comprehensive School's mission statement:

***“A learning community where success is expected and celebrated”***

The philosophy of the school is based upon the importance of the individual. Every learner at Cefn Saeson Comprehensive School is valued as an individual, is catered for as an individual and is given the opportunity and encouragement to develop to the greatest extent as an individual.

The school aims to ensure that all learners have access to the curriculum, including physical access to learning activities and also that learners and their families and/or carers have access to relevant information.

The basic aim of the accessibility plan, therefore, is to ensure that learning takes place in an atmosphere and physical environment that is both caring and protective. Only when learners feel safe, happy and protected will they be able to achieve their full potential and be successful.

## **Objectives**

As a caring school, Cefn Saeson's key objectives are to:

- To encourage and support parents to take an active role in their child's education
- To establish an inclusive school community that fosters a sense of belonging within a positive, supportive environment
- To develop the capacity of all colleagues, through the sharing of professional knowledge and investment in innovative new skills
- To provide an inspiring, engaging and supportive environment in which students feel secure and motivated to learn
- To promote positive relationships within our community through an ethos of personal responsibility and respect
- To provide a nurturing and safe environment that puts the child's health, happiness and welfare first, whilst ensuring the wellbeing of all members of our community
- To offer a broad range of extra-curricular opportunities to inspire our young people to explore their talents, skills and interests
- To equip the members of our community with the confidence and skills to meet the challenges they will face in a rapidly changing world
- To establish a culture of continuing improvement wherein every individual strives to be better

## **Access to the Curriculum**

Cefn Saeson has a primary responsibility for ensuring that all pupils have equal access to the curriculum. Our aim is to ensure that all pupils receive their entitlement to the full National Curriculum.\*Only in exceptional circumstances will any pupil be disapplied from the National Curriculum. This will be a formal process and will involve full consultation with the pupil, parents and the appropriate staff in the LEA.

In addition, the school will offer opportunities for all to extend their experiences and understanding in a range of other contexts outside the classroom. These activities may include educational visits,

school trips, musical, sporting and recreational activities. Risk assessments will be undertaken before all such activities are approved.

A number of factors limit equal access to this curriculum provision at present. These include:

- Teaching blocks on different levels.
- The internal layout of certain areas of the school with narrow corridors, doorways and stairs.
- The concentration of certain subject areas in particular blocks and on particular floors.

In order to improve access to the curriculum for all pupils the school aims to identify an area to teach each subject in a place accessible to the disabled in the short and medium terms. Our long term aim is to provide accessibility to every activity provided by the school.

### **Physical Access**

Cefn Saeson is a difficult site for the disabled as mentioned earlier.

To increase accessibility the School will:

- Identify and mark both hazards and facilities for the disabled. [Short and medium terms.]
- Create direct access for the disabled to the ground floors of each of the various teaching blocks. [Medium and long terms.]
- Create direct access to all areas of the School. [Long term]

We will continue to work closely with the Local Authority to improve accessibility for pupils and other users of the premises. This Accessibility Strategy will be contained in the Local Authority's Service Asset Management Plan. It will include details of the access and safety improvements required to school buildings highlighted in our July 2015 premises audit.

In addition, the school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning future projects and refurbishments such as improved access, lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

### **Access to Information**

All pupils and their families or carers are entitled to receive information about their education and the opportunities available to them in a format which is accessible for them.

Cefn Saeson will endeavor in future to include in all the information it provides, a note to the effect that it can be made available, on request, in different formats eg large font, audio versions, computer web pages, different languages.

**Policy Review**

Governors will formally review the School Accessibility Plan every three years. They will also receive regular reports to ensure that they are kept fully informed about the progress of the Plan.

**Making our plan available**

We will make our plan available to anyone on request.

We will publish the plan on the schools' intranet. We will readily offer the plan in other formats should anyone so request it.

In striving to make our plan accessible we have tried to use plain language that is jargon free.

This plan was adopted by the Governing Body on:.....(date)

Signed: ..... (Chair of Governors)

Review Date: .....

### Development Target: Access to the Curriculum

Timeframe	Targets	Key Actions	Resources	Timescale	Success Indicators
<b>Short Term</b>	1. Continue assessing individual pupils' needs.	Review pupil's previous school / LEA reports.	Discussion / Review Time.	From September 2018 (ongoing each year).	Understanding of needs / provision of appropriate support.
	2. ALNCO to visit all primary feeder schools to discuss pupil needs with Year 6 teachers.	Develop IEPs and implement support requirements.	Visits to Primary Schools. Time. Provision of learning support.	From September 2018 (ongoing each year).	Improved understanding of learning / behaviour / social needs.
	3. Implement main action points from SIP	Staff to view and discuss key action points. Provide time to include in SIP.	INSET / development time.	From October 2018 ongoing.	Key action points feature in School Improvement Plan.
	4. Staff training to focus upon (a) specific learning needs (b) differentiation of materials.	SDO to organise staff training programme.	Time for SDO to access training opportunities.	From September 2018 / driven by particular specific needs of pupils.	Staff training organised by SDO. Learning materials produced.
	5. Create opportunities for teachers to share good practice and evaluation via PLC programme.	Staff INSET / agenda items for Subject / PLC meetings.	Time in meetings.	From September 2018 (ongoing).	Number of meetings/ lesson observations/ discussions/ evaluations.

### Development Target: Access to the Curriculum

Timeframe	Targets	Key Actions	Resources	Timescale	Success Indicators
<b>Medium Term</b>	1. Teachers to develop HWB /DCF resources for home access.	Staff INSET / Key staff training. Share good practice.	INSET time PLC Time	From April 2018.	School/LEA website to include a range of materials which can be accessed from home.
	2. Develop an open option choice to cater for a variety of needs and GCSE courses.	Review and refocus option choices to reflect the needs of the students.	Time to co-ordinate programme.	From January 2019.	Wider range of courses available.

### Development Target: Access to the Curriculum

Timeframe	Targets	Key Actions	Resources	Timescale	Success Indicators
<b>Long Term</b>	1. Develop a wider range of learning material for each subject.	Subject Leaders to audit existing learning resources / plan new materials.	Time, photocopying costs.	From July 2018 onwards.	Improved learning resources available.
	2. Ensure access to at least one appropriate area for each subject / activity.	Carry out audit in conjunction with Local Authority.	Time, cost of labour and materials.	To be contained within the Local Authority's Service Asset Management Plan.	All subject areas / activities accessible.

### Development Target: Access to Information

Timeframe	Targets	Key Actions	Resources	Timescale	Success Indicators
<b>Short Term</b>	<ol style="list-style-type: none"> <li>1. Review existing school information / formats.</li> <li>2. Research sources to enable school information to be changed into different formats.</li> <li>3. Include on relevant publications details of formats available.</li> <li>4. Prepare Information for Parents Booklet.</li> </ol>	<p>Collect samples of items for review.</p> <p>Investigate and list providers who can translate, Braille etc.</p> <p>Format 'tag' all changed information. Review booklet format.</p>	<p>Time for Admin / Reprographics.</p> <p>Admin Time. Admin Time.</p> <p>Time for Admin / Reprographics.</p>	<p>January 2018</p> <p>January 2018 January 2019</p> <p>April 2019</p>	<p>Sample items available in large print on request. Directory of providers available. Documentation format tagged. Information for Parents booklet available on request.</p>
<b>Medium Term</b>	<ol style="list-style-type: none"> <li>5. Review pupil reports format.</li> <li>6. Review policy documents.</li> </ol>	<p>Prepare designs for large print reports. Reproduce policies with large print.</p>	<p>Time for Admin / Reprographics.</p>	<p>September 2018 onwards.</p>	<p>Documentation improved and available on request.</p>
<b>Long Term</b>	<ol style="list-style-type: none"> <li>7. Develop school web site to include more photographs, sound commentaries and larger print.</li> </ol>	<p>Re-design current web pages. All additions to follow agreed format.</p>	<p>ICT technician's time for development and training staff.</p>	<p>January 2019 onwards.</p>	<p>School web site accessible in a variety of formats.</p>