



Cathedral School Accessibility Plan 2015-16

1. Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 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 reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

At Cathedral Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

3. Cathedral Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs Policy
- School Offer

4. The Accessibility Plan will contain relevant actions to:

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum and the importance of securing relevant staff training.

Improve the **delivery of information** to disabled persons. Staff are aware of the services available through the LA for converting written information into alternative formats.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Great Ormond Street Children's Hospital
- Occupational Therapists and physiotherapists
- Educational Psychologists
- Speech and Language Therapy

5. This Accessibility Plan is reviewed annually by the Governors' Resources Committee and the Parent, Pupil and Relationships Committee and it will be updated accordingly.

6. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7. This Accessibility Plan will be published on the school website.



Appendix 1 Access Improvement Plan

| Priority | Lead People | Strategy / Action | Resources | Time | Success Criteria |
|---|--------------|--|--------------------------------|--------------------|---|
| Training for teachers on differentiating the curriculum and increasing access to the curriculum for disabled pupils | SENCo SLT | Staff training and meetings with parents of SEN pupils arranged | Time for training | In place & ongoing | <ul style="list-style-type: none"> 100% of pupils are able to fully access the curriculum Needs of all learners are fully met Parents fully informed |
| Appropriate use of specialised equipment to benefit individual pupils and staff | SENCo SLT | Sloping boards and adjustable tables for pupils with physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Staff trained in how to use audio equipment for children with hearing impairment. | Specialist equipment as listed | In place & ongoing | <ul style="list-style-type: none"> 100% of pupils are able to fully access the curriculum Needs of all learners are fully met |
| Maintain wheelchair accessible toilets | HT | Maintain a wheelchair accessible toilet in Nursery, KS1, KS2 and staff toilets. | Build into maintenance budget | In place & ongoing | <ul style="list-style-type: none"> Physical accessibility of school maintained Wheelchair accessible toilet continue to be available |
| Pupils, staff and parents continue to have an | SLT | Ensure Rights Champions have a high profile in school. | Rights Blog. Newsletters | In place & ongoing | <ul style="list-style-type: none"> 100 of parents are aware of the UNICEF Rights of the |

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|---|------------------------------|---|--|--------------------|---|
| awareness of UNICEF Rights of the child | | Communicate clearly to parents re UNICEF charter. Whole school community to be involved in Rights display board. As a Level 2 school, continue to support other schools to achieved RRS status. | | | <ul style="list-style-type: none"> Child All pupils can name and explain the main rights of the child Rights Board contains contributions from all stakeholders |
| A robust tracking system allows the school to monitor the performance of different groups and ensure the gaps in achievement are closed. | SLT SENCo | Half termly analysis of data through pupil progress meetings. Interventions are carefully tracked and evaluated. | Cover for pupil progress meetings, software, funding for interventions | In place & ongoing | <ul style="list-style-type: none"> Groups/children at risk of underachievement are identified quickly Groups/children at risk of underachievement receive appropriate support 100% of groups/children at risk of underachievement make more than expected progress unless they have specific/complex needs |
| Audit of school facilities and update Accessibility Plan | HT | Consider financial implications to changes of infrastructure, source funding and agree with Governors, SDBE, LA. | | April 2015 | <ul style="list-style-type: none"> Cathedral School is fully accessible to disabled pupils, parents, staff, governors and other stakeholders. |
| Continues opportunities for pupils to visit a range of places of worship, to allow pupils to develop an understanding of how different faiths worship and the diverse nature of our community | SLT RE Leader | Develop an increased schedule of visits to places of worship and also more opportunities for different faith groups to visit. | Funding for trips and visits | In place & ongoing | <ul style="list-style-type: none"> Increase in number of visits to a range of places of worship Increase in number of visits by a range of faith groups |
| Ensure sustained charity involvement by the pupils | SLT School Council Leader | Continued support for Royal British Legion, Darramombie Primary School, Comic Relief, Children in Need, Save the Children, UNICEF, | School Council Meetings | In place & ongoing | <ul style="list-style-type: none"> All stakeholders feel that they have contributed to charity Named charities benefit from donations (of money, time, food, clothes etc) |

FareShare

Needs of disabled pupils will be fully considered when structuring the curriculum. Reasonable adjustments will be made to ensure pupils are fully included.

SLT
Subject Leaders
SENCo

Consultation with disabled pupils and staff about full involvement and engagement

Pupil Questionnaire

Spring 2015

- 100% of pupils are able to fully access the curriculum
- Needs of all learners are fully met

Availability of written material in alternative formats when specifically requested.

SLT
SENCo
Home School Liaison

The school will make itself aware of the services available for converting written information into alternative forms

Southwark LA services

In place & ongoing

- All school information available for all who request it