



THE CAVENDISH SCHOOL ACCESSIBILITY PLAN

Date approved: November 2014
Date review: November 2015

Policy Statement

The Cavendish School is committed to providing a fully accessible learning environment and curriculum; striving towards the removal of all barriers to learning to allow all students to achieve their potential. We value all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs, and are consequently committed to challenging any negative attitudes about disability and accessibility. In dispelling negative attitudes we are focused on developing a culture of awareness, tolerance and inclusion.

Definition of Disability

The Disability Discrimination Act (2005), which supersedes and extends the 1995 version of this Act, defines a disabled person as someone who has:

‘a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities’.

Within this definition a physical or mental impairment includes sensory impairments and also “hidden” impairments such as: Dyslexia; Autism; Speech and Language Needs; ADHD.

The DDA uses the following meanings for key terms:

- 'substantial' means more than minor or trivial
- 'long term' refers to an impairment that has lasted or is likely to last at least 12 months
- 'normal day-to-day activities' include events such as eating, washing, walking and shopping

The DDA (2005) actively encourages disability equality, placing a positive duty upon public bodies to consider disability equality at the beginning of a process, rather than adjustments being made in reflection. The Special Educational Needs and Disability Act 2001 extended the 1995 Disability Discrimination Act to cover education, this is continued in the updated 2005 Disability Discrimination Act. Subsequently, the Governing Body has three main duties towards disabled staff and students:

- 1 – Not to treat disabled staff and students less favourably for a reason related to their disability;
- 2 – To make reasonable adjustments for disabled staff and students, so that they are not at a substantial disadvantage;
- 3 – To plan to increase access to education for disabled students.

Who is covered by this Act?

An individual who is currently or has previously had a disability, as outlined in the definition above, is covered by this Act. Individuals that are not covered by this definition include those that have a tendency to start fires or have addictions to non-prescribed substances.

Aims of The Cavendish School

Over time, The Cavendish School aims to maximise the accessibility to provisions for all students, staff and visitors. This Accessibility Plan includes actions that will:

- 1 – Improve the accessibility of the physical environment, developing specialist facilities as necessary. These improvements encompass alterations made to the physical environment and physical aids needed to maximise access to the curriculum.
- 2 – Increase access to the curriculum for all students with a disability. This will involve the expansion and alteration of the curriculum to reflect the needs of individual students, thus ensuring students with a disability are supported in reaching their potential, leaving school as well-rounded individuals who are prepared for life beyond school. Access to the curriculum refers to teaching and learning in the classroom and also extra curricular activities, including school visits. Access to specialist aids and equipment is also required. If the school fails to do this we are in breach of the Act.
- 3 – Improve the delivery of written information to students, staff, parents and visitors with disabilities, such as handouts, timetables, textbooks and school information. The information should be made available in various formats to increase accessibility within a reasonable time frame.

The above actions are detailed in the attached Action Plans. These plans will be reviewed and adjusted on an annual basis. New Action Plans will be drawn up every three years.

As a school, we recognise the need to raise awareness of accessibility, providing training for staff and governors in matters of disability discrimination. This Plan should be read in conjunction with the school's other relevant policies. This Plan is covered by the school's complaints procedure and will be published on the school website.

Action Plan Priorities

Aim	Actions
To improve the physical environment in order to increase the extent to which disabled students, staff, parents and visitors can take advantage of education and associated services.	- Actions to be taken in relation to the needs of individuals.
To increase the accessibility of the curriculum for disabled students.	<ul style="list-style-type: none">- Developing the accessibility of the curriculum via adaptation of resources as necessary. Support provided by the SENCo as required.- Expansion and adaptation of the curriculum to ensure the needs of all students are met.- In class support from LSA's to support access to the curriculum.- Teaching Staff to develop resources to aid access to the curriculum (quality 1st teaching).
To improve the accessibility of written information for all stakeholders.	<ul style="list-style-type: none">- Adapting resources and information as necessary.- Developing alternative formats for delivering information.

Action Plan 2014-2017

Aim 1

To improve the physical environment in order to increase the extent to which disabled students, staff, parents and visitors can take advantage of education and associated services.

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ review
To ensure that all students/ staff/ parents/ visitors are included in fully accessing the premises.	Conduct an annual audit of school premises, taking into account the specific needs of any stakeholder, either current or prospective.	The whole school environment to be accessible to all.(currently only 1 st floor science and admin block not accessible)	Annual audit and update.	All students/ staff/ parents/ visitors can access the premises without encountering any difficulties.	SBM and Site Manager

Aim 2

To increase to accessibility of the curriculum for disabled students.

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ review
Ensure that teaching and learning meets the needs of all learners through effective differentiation.	<p>SENCo to provide training on differentiation and strategies.</p> <p>All staff to complete provision maps for the classes they teach.</p> <p>All departments to make provision for differentiation development. Where necessary, Schemes of Work will be revised to meet the needs of all students.</p> <p>LSA's to support departments in differentiating work.</p>	All teachers are able to fully meet students' needs, ensuring they fully access the curriculum.	<p>On-going</p> <p>Focus of 2014-2015 SEND Action Plan.</p>	<p>Learning walks, observations and book scrutiny showing evidence of differentiation and achievement.</p> <p>Raise in achievement levels – closing the gap between SEND students and their peers.</p> <p>Positive responses to training sessions.</p>	<p>SLT</p> <p>SENCo</p>
Ensure computer provisions for all students identified as requiring ICT support.	All departments to ensure laptop/computer access is available for identified students.	Improved attainment and progress for these identified students.	<p>On-going</p> <p>Focus of 2014-2015 Development Plan</p>	All SEND students who require ICT support can access the curriculum and achieve.	<p>SENCo</p> <p>SLT</p>

<p>Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes and the use of Epipens.</p>	<p>Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and students. Medical register to be continually updated.</p> <p>Students to be informed about issues in L4L lessons.</p>	<p>School will continue to be a fully inclusive place.</p>	<p>On-going</p>	<p>Whole school community is aware of issues relating to access and this is reflected in responses to student surveys and staff questionnaires.</p>	<p>SLT School Matron Middle Leaders L4L Co-ordinator</p>
<p>Continue to ensure that the needs of SEND students are met and seen to be met.</p>	<p>Provision Maps</p> <p>Evaluation and adaptation of support as necessary.</p> <p>Analysis of progress of SEND students.</p> <p>Observations, learning walks, book scrutiny. Continually review policy and Procedures relating to SEND. Review meeting with parent, referral outside agencies</p>	<p>Improved attainment and progress for SEND students.</p>	<p>On-going</p>	<p>Needs of SEND students are addressed by all teachers.</p> <p>SEND students feel supported.</p> <p>Data analysis shows impact and progress for SEND students in line with expectations and targets.</p>	<p>SLT SENCo</p>

Aim 3

To improve the accessibility of written information for all stakeholders.

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ review
Make written material/ communication available in alternative formats e.g. translated into different languages.	Review current school publications. Students need to be identified in the first instance.	School information available to all.	On-going	Delivery of information to parents and to carers improved. Increased involvement in the school.	SLT Middle Leaders
To provide interpreters for students identified as EAL when required.	To contact appropriate agencies to provide a translation/ support service for identified students and their families. Students need to be identified in the first instance.	Students and their families can access all information.	On-going	Improve attendances at Reviews and Parents Evening.	Middle Leaders

Date ratified by governing body:

Date for review: