

Accessibility Plan

CMAS School Devon

CMAS School Gloucestershire



Approved by:	Chris Kenny	Date: 01/09/2020
Last reviewed on:		
Version:	1	
Next review due by:	01.09.2022	

Aim of policy

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Head of School, SendCo and Site leads are accountable for ensuring the implementation, review and reporting on progress of the Accessibility plan over a prescribed period.

This will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected short, medium and long-term plan of the next review date.

It is the goal of CMAS School, as it develops, to increase the accessibility of provision for all pupils, staff and visitors to the school by adopting a pro-active approach to situations, circumstances and opportunities.

Our Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the School, working with premises owners to adding specialist facilities as necessary. This will cover making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This will cover teaching and learning and the wider curriculum of the School cultural activities or school visits. It will also cover the provision of specialist **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, leaflets and information about the School and School events. The information should be made available in various preferred formats within a reasonable time frame.

Key considerations are:

- The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- Whole School training will recognise the need to continue raising awareness for staff and proprietors on equality issues with reference to the Equality Act 2010.
- The Accessibility Plan should be read in conjunction with, and inform the creation of, the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities Policy and objectives
 - Health & Safety (including off-site safety)
 - Inclusion
 - Behaviour regulation policy
 - School Improvement Plan
 - Teaching and Learning Policy

Accessibility Plan

IMPROVING THE PHYSICAL ACCESS

Targets	Strategies	Timescales	Lead	Success Criteria
Ensure all disabled pupils can be safely evacuated	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</p> <p>Fire Marshals to be trained on how to assist all persons, including disabled safely</p>	As needed	Vice Principal / SENDCo – Centre Lead	<p>All children with disabilities are safely evacuated during drills</p> <p>Paperwork and procedures are tested on a regular basis</p>
To ensure the accessibility of all disabled persons	<p>All corridors, entrances to be kept clear of obstructions at all times</p> <p>Ensure that any future renovation works considers a disabled persons access point</p>	<p>Ongoing</p> <p>as needed</p>	<p>All staff</p> <p>Business manager, Director for H@S site Lead</p>	<p>Learning walks identify clear and obstructed corridors at all times</p> <p>Daily walks from senior leaders identify clear and unobstructed corridors and walkways</p>
For staff to be aware of health and safety implications when supporting persons using a wheelchair	To train staff in wheelchair use, as and when the need arises	as needed	Site Lead	Children / adults who are wheelchair users can access and move around the site safely, without obstructions

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IMPROVING ACCESS TO THE CURRICULUM

Targets	Strategies	Timescales	Lead	Success Criteria
<p>Increase confidence of all staff in differentiating the curriculum</p> <p>To promote the involvement of disabled students in classroom discussions/activities</p>	<p>Where appropriate - CPD on new code of practice and legislation</p> <p>Support in using unit awards for assessment and planning for differentiated curriculum</p>	Ongoing	SENDCo	The curriculum is fully inclusive to all students
<p>Ensure mentors have specific training on disability issues</p>	<p>Staff access appropriate CPD courses</p> <p>External training opportunities</p>	Ongoing	SENCo	<p>All staff feel confident in supporting children with disabilities</p> <p>Training logs and evaluations identify improving confidence of staff</p>

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IMPROVING DELIVERY OF WRITTEN INFORMATION

Targets	Strategies	Timescales	Lead	Success Criteria
Review information sent to parents / carers and children to ensure it is accessible	<p>Provide information and letters in clear print</p> <p>School admin will support and help parents to access information and complete school forms</p>	Ongoing	<p>Class teachers</p> <p>Support staff</p> <p>SENDCo</p> <p>Office Staff</p>	All parents will be able to access information and will be kept informed of relevant information