

Accessibility and Equality Plan

Document Control

Version Number	2
Effective date	September 2024
Document Owner	Stephanie Smith
Review Cycle	Every 3 years
Ratification	
Date of Next review	September 2027
Related Policies	
Related Documents	

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1 Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- ∞ Increase the extent to which disabled pupils can participate in the curriculum
- ∞ Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- ∞ Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At The Cavendish School our mission is “Enabling-the-self”. This underpins our whole approach to education and to our curriculum in particular. Children and young people with ASC frequently describe aspirations that are similar to their neurotypically developing peers including a need to communicate effectively, build relationships, develop friendships, participate in purposeful activities, be independent, self-advocate and be happy.

Simply put this means that we are creating learning which allows our pupils to become happy, healthy adults who

- ∞ Flourish and thrive
- ∞ Are independent and self-advocate
- ∞ Are employed
- ∞ Achieve their aspirations
- ∞ Are fully immersed in their communities

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Autism where referencing the Equality act is considered a disability and would therefore fall under the protected characteristics category. The Cavendish school recognises the importance of this protection in law whilst championing neurodiversity and the meaningful contribution that they also make in the world.

The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school, *this policy will be reviewed in 6 months (earlier than usual cycle) so that it is based on actual building in situ (not plans) and so the views of pupils, parents and a greater team of staff can be included.*

1.1 Objective

To create an environment which enables pupils with SEND to participate fully in the school community by identifying and eliminating barriers to prevent participation and meaningful engagement.

2 Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

The act makes it unlawful for the responsible body of the School to discriminate against, harass or victimize a pupil or potential pupil in

- ∞ Relation to admissions
- ∞ The way it provides education for its pupils
- ∞ The way it provides pupils access to any benefit, facility or service

∞ Excluding a pupil or subject them to any other detriment

The protected characteristics are:

- ∞ Sex
- ∞ Race
- ∞ Disability
- ∞ Religion or belief
- ∞ Sexual orientation
- ∞ Gender Reassignment
- ∞ Pregnancy or Maternity
- ∞ Age
- ∞ Marriage/Civil Partnership

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3 Implementation of the action plan

When performing their duties all staff and the local governing body will have regard to the SEND code of Practice (2015) and Equality Act (2010)

Compliance with the requirements of the Equality Act (2010) is central to all school policies and procedures.

Every pupil has an entitlement to the best education they can receive regardless of any SEND they might have.

Any pupil attending The Cavendish School will have access to all available opportunities including extra-curricular activities, events and school trips.

The school provides all pupils with a broad and balanced curriculum in order to meet individual learning requirements.

The school recognises and values parents' and carers' understanding of their child's disability and will work closely with them in order to ensure the child can have access to maximum opportunities within the school.

The school recognises parents', carers' and the child's right to confidentiality

4 Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress and progress against EHCP outcomes is tracked for all pupils,</p> <p>The curriculum has been developed to ensure it includes all pupils</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>Pupil voice is taken, listened to and reflected on to ensure that all needs are identified and met. This is then transferred to all paperwork.</p>	1. Ensure all Teaching assistants (have continued specific training on appropriate SEND issues)	Use of staff audit to identify TA needs relating to SEND issues for their key pupils Arrange appropriate training	Headteacher	Annually	Raised level of awareness of pupils with SEND ensuring curriculum suits pupils' requirements
		2. Ensure all staff are aware of and able to use relevant software and resources	Audit SENDCO resources and analyse for relevance Run training	SENDCo	Annually	Wider use of SENDCO resources throughout the Academy and Campus.
		3. Staff are fully informed of the SEND of the pupils in their charge including sharing of reports and feedback	Audit of relevant paperwork and staff having read and absorbed	Assistant Headteacher for area	Annually	Raised understanding of pupils barriers to learning and high levels of access to curriculum and associated progress
Improve and maintain access to the physical environment	<p>The environment was designed to be adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ∞ Ramps ∞ Elevators ∞ Corridor width ∞ Disabled parking bays ∞ Disabled toilets and changing facilities 	4. To maintain the physical environment to enable good access for pupils	Annual review of furnishings, classroom layouts, sensory equipment and timetables to ensure full access for all	SENDCO Health and Safety representative Estates Manager	Annually	All pupils can access a full timetable and appropriate teaching spaces
		5. Review, maintain and service all DDA installations	<p>Daily checks of all automated doors and ramps around site</p> <p>Weekly checks of elevator and hygiene areas</p>	Site management team Health and safety representative	Daily/Weekly/ Annual	<p>All DDA installations are working effectively enabling access</p> <p>Equipment is certified where appropriate</p>

Improve and maintain access to the physical environment	<ul style="list-style-type: none"> ∞ Library areas and shelves at wheelchair-accessible height ∞ Meeting areas with suitable space to cater for physical disabilities. ∞ SEND resources advised by OT eg Therabands and sensory balls 	6. All School staff are trained on access issues	Provide up to date information and training on disability equality for all staff.	Assistant Headteacher	Annually	Raised confidence of staff and governors in commitment to meet access needs
		7. The school is aware of the access needs of disabled children, staff and parent/carers and all can be safely evacuated	Each pupil that is physically disabled has a Personal Emergency Evacuation Plan (PEEP) that is updated yearly or if a change occurs in their condition/disability.	Assistant Headteacher	Annually	All PEEPs in place for SEND pupils and all staff aware of all pupils' access needs
			Undertake confidential staff survey on all staff and governors to ascertain access needs	HR representative	As recruited	Ensure the access needs of all adults regularly on site are met
			Ensure questionnaires (pupil, parent/carer or staff) ascertain access needs and to identify whether these needs are being met	Business & Administrative Manager SENDCO	As required (minimal annually with GDPR update)	All stakeholders are able to access fully all Academy activities
			Review of evacuation procedures regularly to ensure all staff are aware of responsibilities and include in staff inductions	Assistant Headteacher Fire marshalls Site manager	Annually	
			All fire marshalls have up to date training	Headteacher	Biannually	

Improve and maintain access to the physical environment		8. Ensure all paths, ramps and communal areas are free of foliage, overgrowth and fallen leaves. All step edges are clearly visible	Site team to complete weekly checks to ensure the site is free of obstructions Paint and maintain the paint on edges of all steps	Site Manager (Health and Safety Rep) Site Manager	Weekly (1/2 termly reporting) Annually	Pupils have free and easy access of all paths and communal areas. All steps are visible to all members of the school
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: ∞ Internal signage ∞ Large print resources where required ∞ Access to devices to read information ∞ Accessible Website ∞ Pictorial or symbolic representation ∞ Makaton Sign language ∞ Accessibility of information is covered in questionnaires for parents and pupil documentation.	9. Include discussion of access to information in all annual reviews of SEND needs	Ensure method of communication is used Develop strategies through EHCP and ensure is reflected in all relevant paperwork Deliver strategies to all staff through Training	SENDCo Class teachers	Annually	All pupils can access the curriculum. Staff are aware of the relevant strategies for the pupil and how to implement them.
		10. Ensure all staff are aware of guidance on accessible formats	Ensure training for all staff on accessible formats	Assistant Headteacher for area	Annually	All staff aware of pupil, parent/carers preferred method of communication.
		11. Produce accessibility information to increase support for parents and carers of SEND pupils	Establish with parents and carers a SEND information point of contact	Business and Administrative manager	Annually	To ensure all parents and carers are aware of how the school will ensure full accessibility with the school.

5 Parental Guidance

Schools must not discriminate against SEND pupils for a reason relating to their SEND. They should promote the inclusion of SEND pupils in their admission arrangements and in all aspects of School life.

5.1 Accessibility Plans and 'Reasonable Adjustments'

Schools will vary widely in how accessible they are to individual SEND pupils. Parents and carers should check what improvements have been made and what's being planned when considering which School/Academy they would like their child to attend.

Every School/Academy must have an Accessibility Plan which shows how they intend to improve accessibility for SEND pupils. The plan must be published and you can ask to see it. It will outline how the School/Academy will:

- ∞ improve the physical environment, including but not limited to sensory stimulation (over and under)
- ∞ make improvements in the provision of information
- ∞ increase access to the curriculum

Academies can also increase access for individual pupils by making 'reasonable adjustments'. These can be simple changes for instance, making sure lessons are on the ground floor if one of the students uses a wheelchair and the Academy/School does not have a lift.

They may also be able to offer assistance during assessments or exams, so that pupils are assessed fairly during their course.

You should always talk to the Academy/School to discuss what it can reasonably do to include your child.

5.2 Improvements to the Physical Environment

Changes to the physical environment that an Academy/School could make to increase access might include:

- ∞ lighting and paint schemes to help visually impaired children
- ∞ lifts and ramps to help physically impaired children
- ∞ carpeting and acoustic tiling of classrooms to help hearing impaired pupils
- ∞ Noise dampening structures to support auditory sensitivity
- ∞ Visually quiet spaces to reduce visual stimulation and distractibility
- ∞ Access to appropriate furniture and equipment to support proprioceptive and other sensory feedback requirements.

5.3 Improving the Way Information is delivered to SEND pupils

Information that is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it:

- ∞ in Braille
- ∞ in large print
- ∞ on audiotape
- ∞ using a symbol system
- ∞ allowing processing time
- ∞ sign language / Makaton

5.4 Increased Access to the Curriculum

Adjustments that would help SEND pupils have better access to the curriculum might include:

- ∞ changes to teaching and learning arrangements
- ∞ classroom organisation
- ∞ timetabling
- ∞ support from other pupils

5.5 Assistive Technology

Technology suited to your child's needs can help them learn faster and more easily. This can increase their access to the curriculum. Examples of technology that can help include:

- ∞ touch-screen computers, joysticks and tracker balls
- ∞ easy-to-use keyboards
- ∞ interactive whiteboards
- ∞ text-to-speech software
- ∞ Braille-translation software
- ∞ software that connects words with pictures or symbols

Some Schools/Academies may already have this kind of technology available or may be planning to get it.

Arrangements for distributing resources and funding for equipment vary throughout the UK. If your child has a statement of special educational needs (EHCP), the help on their statement must be provided. This may include special equipment.

5.6 Academy/School Transport

The same basic rules apply to all children. But LEAs can make a decision to provide transport on a case by case basis for a SEND child. Your LEA will assess your child's needs when making a decision, taking into account your child's health and/or SEND and their age. If your child is offered Academy/School transport, the vehicle should have the relevant equipment to suit your child's needs - for example ramps or lifts.

Most local councils also provide escorts on Academy/School transport if needed.

You may be able to get help with your own costs for taking your child to the Academy/School. Your LEA will be able to tell you if this is possible.

Some LEAs have different transport policies concerning pupils going to special Academies.

5.7 If Your Child Cannot Attend School for Medical Reasons

If your child cannot attend the School because of health problems, your Local Authority is responsible to help them to continue their education. This could be achieved through home schooling, for example.