



## Accessibility Plan 2018-21

### Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

The Cedars' Accessibility Plan aims to:

- Enable disabled pupils to access the full range of the curriculum;
- Ensure that the physical environment of the school continues to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

We recognise the need to provide adequate resources for implementing plans and will regularly review them. This plan should be read in conjunction with other relevant documents such as:

- Assessment Policy
- Curriculum Policy
- EAL Policy
- Equal Opportunities Policy
- Special Educational Needs Policy

### Definition of disability

The definition of disability under the law is a wide one.

*A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.*

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, those who have recovered from cancer or with a history of mental illness) they are still covered by the legislation for the rest of their life.

## **Vision and values**

The PACT Charter of Educational Principles states clearly that PACT schools must “aim to provide each pupil with a full and balanced education in intellectual, cultural and spiritual matters” (Article 2). This applies to all pupils regardless of disability or indeed any other characteristics protected under the Equality Act 2010.

PACT schools also seek to “ensure that each pupil develops his or her talents to the full and acquires a sense of individual and social responsibility”. (Article 3)

PACT schools have an inclusive outlook and Article 7 states that “(The) schools should seek to share their resources with the greatest number of people”.

Article 9 of the Charter commits PACT schools explicitly to equal treatment and celebrates the diversity within its schools which “should be seen as a means of mutual enrichment”.

### *Pupils*

At The Cedars, we offer a broad and balanced curriculum and have high expectations for all pupils. We do this by taking account of pupil’s varied life experiences and needs. The achievements, attitudes and well-being of all our pupils matter. Our plan helps to ensure that the school promotes the individuality of all staff, pupils and visitors to The Cedars regardless of ethnicity, attainment, age, disability, gender or background. Please see also the Equal Opportunities Policy.

### *Staff*

When we recruit staff we strive to appoint the person with the skills and qualifications appropriate to the post without prejudice. The Cedars is dedicated to safeguarding children and promoting their welfare. We have rigorous procedures for new staff and all DBS checks are made in line with statutory guidance.

## **School context**

The school opened in September 2013. We do not have any pupils with statements but some pupils have been diagnosed with specific learning difficulties such as dyslexia. We carry out an assessment as part of the admissions process and meet with parents to ensure that all pupils who join the school will be able to flourish.

The school building dates from the 1760s and is grade II listed. It has four levels, including a basement. The building was previously in use as a National Health Service facility for children with mental and/or physical disabilities and so the physical environment is well adapted to provide access for all. The ground floor is accessible to wheelchairs at four points and there are two internal staircases, both with bannisters, leading to the 1<sup>st</sup> floor. These stairs will be cleaned regularly outside of school hours. There is also a disabled cloakroom on the ground floor.

## **Process**

This plan has been produced in consultation with PACT directors, the school’s senior management team and others involved in the preparation of the buildings.

## Priorities

- To improve accessibility for anyone wanting to enter the school;
- To identify areas that need improvement, particularly the more physical aspects of the curriculum;
- To identify statutory guidelines when providing an enhanced environment for learning;
- To appoint a person to oversee the objectives highlighted in the plan;
- To assist teachers with resources or training to help them support children with Learning Difficulties and/or Disabilities (LDD);
- To draw up an action plan for pupils who may be temporarily disabled;
- To repair the lift from the ground floor to the first floor by September 2019; and
- To make the curriculum more accessible to visually impaired pupils by preparing curriculum knowledge organisers in braille by September 2019.

## Responsibilities

It is the responsibility of the directors of PACT and the school management team to put the plan into action and to ensure it is adequately resourced. If inspected, a copy of this plan will be made available to the relevant inspecting body or to a Minister of the Crown upon request.

**Signed: R Teague**

<b>This policy will be reviewed every 3 years</b>	
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Authors	Robert Teague
Approved by SMT	Yes
Approval/Review required by PACT or sub-committee	Yes
Latest Review (state whether changes were made)	N/A
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