



Cheadle Hulme School

ACCESSIBILITY PLAN

This Plan is applicable to all pupils in the School including those in an EYFS setting. This document should be read in conjunction with the School's Disability Procedure.

**Please follow this link for the relevant policy on the School's intranet:
Equality & Diversity Policy**

3-year period covered by the plan: June 2016 – June 2019

This plan refers to "disabled pupils" but this definition is intended to encompass the very broad range of circumstances which, in the absence of appropriate measures, might limit a pupil's ability to access every aspect of Cheadle Hulme School life. Although the School has specific legal obligations in relation to its accessibility, it strives to be inclusive and open its educational and wider opportunities to pupils, prospective pupils and their families irrespective of any disabilities they may have.

The School will endeavour to make reasonable adjustments to ensure that disabled pupils are not treated unfavourably; particularly in relation to access to the curriculum, the physical environment and in the delivery of information.

Although some staff will have specific responsibilities for supporting disabled pupils, all staff will be provided with support and training to raise their awareness of how they can contribute to the School meeting its obligations and objectives in relation to those pupils.

INTRODUCTION

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 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 any reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils

This plan sets out the proposals 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, this is provided in writing for pupils who are not disabled.

It is a requirement that the School's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how the School will address the areas requiring action.

Increasing the extent to which disabled pupils can participate in the School curriculum:

TARGET	ACTION	TIMEFRAME	OUTCOMES
Improve identification of pupils with barriers to learning within the School	Consult with the Head of Learning Support, Head of Year, Form Teachers to gain accurate assessments and feedback on individual pupils. Use tracking data to identify students who are underachieving. Screening in Year 7 and Year 9 for dyslexia.	Ongoing	Staff to be aware of specific barriers to learning for individual pupils via Individual Support Plans & progress tracking data.
Develop a range of learning resources that are accessible for pupils with different disabilities	Heads of Department to review resources in their curriculum areas in conjunction with the Head of Learning Support and specialist external organisations.	Ongoing	Pupils with disabilities have increased access to curriculum materials
Teachers and other staff to develop their knowledge of different styles of teaching and learning and to develop skills to deal with pupils with specific disabilities	The Deputy Head Pupil Progress & Welfare and the Head of Learning Support (along with the Deputy Head Teaching & Curriculum) to provide or arrange specific training for new and existing staff relating to disabilities experienced by pupils. Information to be issued to teachers through individual support plans.	Ongoing	Staff have a greater understanding of disability issues, can identify barriers to learning and can produce lesson plans with methods of differentiation applicable to individual pupils
Disability equality to be included in the Well Being curriculum and/or pastoral programme	The Head of Learning Support to liaise with Head of Well-Being/Heads of Year to ensure disability equality is included in the curriculum/pastoral programme. Highlight key dates including Dyslexia Awareness Week and Dyspraxia Awareness Week, World Autism Awareness Week.	2016/17	Pupils have a greater understanding of disability issues and challenges faced by students with specific conditions. Reduction in disability related name-calling or mild discrimination

Improving the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services:

TARGET	ACTION	TIMEFRAME	OUTCOMES
Continue to ensure all fire procedures take account of the needs of pupils with disabilities	Chief Operating Officer (COO), Estates Manager, Assistant Heads of School, Head of Learning Support and Health and Safety Officer to examine all the current procedures and risk assessments to ensure the needs of existing and future disabled pupils have been identified.	Each Sept for the new intake of pupils; or if a known disabled student starts	Maintain the safety of disabled pupils at School and ensure there is a recognised set of procedures to meet their needs
TARGET	ACTION	TIMEFRAME	OUTCOMES
Ensure where possible and reasonable that physically disabled pupils and visitors can negotiate steps around the site, especially School entry points, corridors and teaching areas.	Provide ramp access and lifts (new build projects). If this is not possible then ensure hand rails are installed on steps and stair cases. Investigate the painting of lines on steps.	New build projects as appropriate	Disabled pupils and visitors can move as freely as possible around the School site
All specific classroom and common area refurbishments take account of needs of disabled pupils	During upcoming and future refurbishments, all aspects that would impact a disabled student are reviewed – location of whiteboards, location of door handles, positioning of safety signs, colour schemes, use of window blinds	When applicable in future	More recent legislative changes in respect of design are incorporated to allow disabled pupils to enhance their learning and be more comfortable in School
Ensure there are adequate toilet and changing room facilities suitable for disabled pupils	Review the existing facilities and recommend changes as appropriate	When applicable in future	The School provides appropriate facilities for the needs of disabled pupils

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

TARGET	ACTION	TIMEFRAME	OUTCOMES
Make information available more accessible to pupils with disabilities	The Head of Learning Support to advise the most appropriate method of delivering information to particular pupils e.g. pupils with Autistic Spectrum Condition, pupils with dyslexia, pupils who are visually impaired or with impaired hearing	Ongoing	Pupils with disabilities have greater access to information. The School is able to respond quickly to requests for information in alternative formats
Make information available to parents of pupils with a disability or parents with a disability themselves	School to discuss with parents their preferred method of receiving information about their child(ren).	Ongoing	Parents have greater access to information about their children

Date of approval by Head & Second Master:

Proposed review date:

SLT member responsible:

Relevant policy: