

Cardinal Wiseman School accessibility plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled students", issued by DfES in July 2002.

Cardinal Wiseman buildings are generally equipped to meet the needs of disabled students and staff:

- the school is built over several different levels with access to the ground level on each floor
- use of classrooms can be rotated to meet students' needs as required
- all public-access rooms, including front and back entrances, toilets, library, and hall can be accessed via disabled ramps or the lift

Definition of Disability

Disability is defined by the Disability Discrimination Act 2010:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, prospective students and our adult users with a disability.

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled students less favourably
 - to take reasonable steps to avoid putting disabled students at a substantial disadvantage
 - to publish an Accessibility Plan.
1. In performing their duties, Academy Representatives and staff will have regard to the DRC Code of Practice (2002).
2. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
3. The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to students' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of students.



Activity

Cardinal Wiseman has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

Delivery of the curriculum

School staff receive training in making the curriculum accessible to all students, and are aware of its importance.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Physical environment

The school will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

In particular:

- Improved lighting to the pathways leading to the main entrance
- Consideration to improving access further to the upper floors.

Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies, eg

- School Development Plan
- Staff development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies

Date of Plan: February 2016

Date of Review: February 2018

