



Champion EDUCATION TRUST

ACCESSIBILITY POLICY AND PLAN

DOCUMENT CONTROL		
Approved for operation within	Crosshill School	
Version number	1	
Date approved	October 2021	
Approved by	Board of Trustees	
Date of review	October 2023	
Review period	2 years	
Policy status	Statutory	
Location published	Website	
Owner	R Hadfield/ K Naylor	
DOCUMENT HISTORY		
Version	Date	Revision notes
1	October 2019	-
2	October 2021	Changes to planning duty parts 1-3

A family of Schools

ACCESSIBILITY POLICY AND PLAN

STATEMENT OF INTENT

This plan outlines the proposals of the governing body of Crosshill School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services
- Improving information delivery to pupils with disabilities which is readily available to other pupils

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Headteacher and other relevant members of staff
- Governors
- External partners

STATEMENT OF VALUES

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 a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at substantial disadvantage
- To plan to increase access to education for disabled pupils

1. The DfE's definition of disability

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2. Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

A child may fall within one or more of the definitions. This Code helps early education settings, schools and LEAs meet their responsibilities for children with SEN. Guidance relating to Part 4 of the Disability Discrimination Act 1995 will help them meet their responsibilities for disabled children.

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities. *Section 1(1), Disability Discrimination Act 1995*

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. *Section 17 (11), Children Act 1989*

3. Disability Discrimination Act

This plan sets out the proposals of the Governing Body of the school 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;

It is a requirement that the schools accessibility plan is resourced, implemented and reviewed and revised as necessary.

4. Aims of the Access Plan

To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.

To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupils.

To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.

To develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.

To promote equality of opportunity and positive attitudes towards disabled persons.

To encourage the availability of role models and positive images of disability.

5. Whole School Approach

Crosshill School has a strong commitment to equal opportunities and accessibility as laid out in the School Aim, Equal Opportunities Policy, Anti-Bullying Policy, Special Needs Policy, Behaviour Policy, Health and Safety Policy and Inclusion documents.

As a school we aim to embed accessibility into everything we do; in school improvement, in curriculum development, in maintaining and improving the physical environment and, in professional development. Action plans for each of these areas are attached to this policy (*see appendix A*)

Crosshill School has a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled pupils. Everybody needs to take the lead in respect of accessibility within their area of responsibility; access to the curriculum needs to be led by those with curriculum responsibility; access to pastoral life of the school led by those with pastoral responsibility and responsibility for overseeing the plan with the senior leadership team reporting to the governing body.

Our building and curriculum are both fully accessible to all of our students, and we will maintain this during any improvements, alternations, or updates.

PLANNING DUTY 1: CURRICULUM

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	No provision of after-school or holiday clubs.	Introduce an after-school club to meet the needs of all students. Consider introducing a holiday club.	Assistant Head Mental Health and Wellbeing Lead.	Autumn 2021	All pupils have the opportunity to join an after school club that is tailored to meeting their individual SEND.	Ongoing
Medium term	Ensuring the curriculum meets the needs of all groups of pupils in terms of their long term outcomes into adulthood.	Audit of curriculum in light of new OFSTED framework	SLT	Autumn 2021	Our curriculum offer is enriching, sequenced and prepares pupils successfully for adulthood.	Ongoing
Long term	The school does not have access to specialist teaching classrooms example, food tech room, sports facilities, and science lab.	Gaining funding for phase 2 at Sunnyhurst	Trust, Headteacher and CEO	Ongoing	Provide specialist teaching classrooms further meet pupils needs	Ongoing

PLANNING DUTY 2: PHYSICAL ENVIRONMENT

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

As a building has

	Issue	What	Who	When	Outcome criteria	Review
Short term	Ensure the whole school physical environment is maintained and reported issues are addressed promptly.	Rapid response to reported issued and Regular health and safety inspections	Trust, CEO, Operations Manager, contractors	Monthly	Our school environment is safe and well maintained	Ongoing
Medium term	Ensure the physical environment is suitable at Sunnyhurst.	Respond to issues promptly. Once building is in use identify issues and further improvements needed	CEO, Trust Operations Manager,	Spring 2022	Our School environment works well to and is accessible for all.	Ongoing
Long term	Further develop Sunnyhurst – phase 2 to provide specialist rooms.	long term plan to secure funding for phase 2 development	Trust, Headteacher and CEO	Ongoing	Our school environment will have specialist rooms (HI – closed walled classrooms/sensory/medical/t herapy) and all students within in our school have their SEND addressed effectively.	Ongoing

PLANNING DUTY 3: INFORMATION

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Review information to parents and carers to ensure it is accessible.	Consider alternative ways of publishing information e.g. different electronic media, coloured paper, large print, simple language.	Marketing officer, Operations Manager/ Chief Finance and Operations officer	Spring 2022	All parents and carers are able to access relevant information regardless of EAL needs or reading ability of parents and carers.	Ongoing
Medium term	ICT is available for all students to access information and produce written information in an accessible format. Communication platforms provided on a need basis.	Hardware (laptops, iPads) Software	SENDCO ICT Technicians	Summer 2022	All students will be able to access ICT and where applicable have ICT platforms to support communication.	Ongoing