



CLOUGHWOOD ACADEMY

Accessibility Plan

September 2017 to August 2020

Version and Date		Author	Committee Responsible	Review frequency	Approval	Next Review Due
1.0	25.09.2014	Mrs R Williams	Community	3 yearly	Approved by the Community Committee 16.10.2014	15.08.2017
1.1	09./10.2017	Mr N Gill	L&M	3 yearly	Approved by the L&M Committee 23.10.2017	22.10.2020

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1. 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:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Directors/Principal of the Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled?

It is a requirement that the Academy's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the academy will address the priorities identified in the plan.

2. Academy Context and Aims

We are an independent school for boys 8 to 16+. The academy comprises of several buildings covering a large site, mostly of one or two storey construction.

The Academy's Aims

- embraces a partnership between the school and home
- Offers to each member the opportunity to grow in knowledge fostered through moral values and guidance.
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- Curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act (amended for school 2010)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEN Director – Mrs Hannah Madeley**
- **Principal - Mr Adrian Larkin**
- **Vice Principal – Billy Monteith**
- **SEN Learning Support Coordinator – Miss Emma Bailey**
- **Head of Care – Mr Neil Gill**
- **Business Manager – Mr Chris Heptinstall**

3. Accessibility Plan

1A: The purpose and direction of the school's plan: vision and values

The academy is committed to equality, principles, and will work consistently to ensure that all pupils and staff are encouraged to achieve their full potential; a culture of respect for others is engendered and differences between people are recognised and celebrated. The school will endeavour to create a community where pupils are well prepared for life in a diverse, pluralist society

The academy aims to ensure that no pupils, staff, parents or carers or any other person, through their contact with the academy, receives less favourable treatment on any grounds which cannot be demonstrated to be justified. This covers: Race, Colour, Nationality, Ethnicity, Religion or Belief, Gender, Marital Status, responsibility / cared for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union / professional association membership, political affiliation, social class or criminal convictions (spent or current).

1B: Information from pupil data and school audit

The information gathering process is robust and the academy consistently reviews and improves the data collection and assessments to improve the offer to all our pupils

- FFT wave3
- EHCP Process
- CAT
- LUCID
- SATS
- Numeracy interventions
- Reading schemes and interventions
- BTEC
- GCSE's
- S.E.N.D.I.T
- Grow@ KS3
- Inference
- Speech and Language Therapy

1C: Views of those consulted during the development of the plan

Information for this plan was gathered jointly by the school SMT and staff

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

- Providing facilities which allow full access to all areas of the environment e.g. ramp, disabled toilets
- Designing a curriculum and teaching style which is fully inclusive
- Empowering staff through training to be competent and confident in fully inclusive teaching styles
- Cloughwood is fully accessible to all staff and pupils, visitors and parents/carers and outside agencies.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Designing seating plans in classrooms which allow all pupils to participate fully in lessons
- Ensuring that the light and temperature of the environment is comfortable and suitable for working in for pupils and staff
- Providing suitable furniture and space for all pupils regardless of ability to access the classroom area
- Respond promptly to the needs of disabled pupils as and when they arise.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Using teaching and learning aids which enable the pupils to understand and participate in lessons i.e. interactive white boards, non-white paper and backgrounds, learning support assistant
- Ensuring that all staff are aware of each pupils ability/disability and possible barriers to learning.

3: Making it happen

3A: Management, coordination and implementation

- The planning process –
 - Cloughwood assesses each individual's academic/ physical needs and plans the subject to incorporate all learning styles and ability.
 - Where the learning support assistants will be best used
 - Testing and assessing will be a continuous process throughout the pupils academic life at Cloughwood
 - Plans will be amended and improved where required
- Coordination –
 - The process will be co-ordinated by the SMT/Directors/S.E.N.D.I.T
 - Meetings with parents/carers/outside agencies will assist in continual assessment
 - Offering crèche and transport facilities to parents/carers to facilitate meetings etc.
- Other policies and plans –
 - Equality
 - Diversity
 - Implementation

This process of continuous assessment is monitored by the senior management team the directors and staff team as a whole

3B: Getting hold of the school's plan

- this plan is available to all staff
- the plan will be located on the web site
- the plan will be made available in paper form and electronically;
- This plan is written in plain language suitable to all
- This plan can be made available in large type face and on different colour paper on request to the academy.

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