



# CLOUGHWOOD ACADEMY

## Accessibility Plan

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
2.0	09.10.2017	Mr N Gill	L&M	3 yearly	To be Approved by the L&M Committee 21.03.2018	22.10.2020
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## Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

## Academy Context and Aims

Cloughwood Academy is an independent school for boys aged 8 to 18. The academy comprises of several buildings covering a large site, mostly of one or two storey construction.

### The Academy's Aims

- Create a partnership between the school and home
- Offer each member of the school community the opportunity to grow in knowledge fostered through moral values and guidance.
- Ensure 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 all 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, governors, pupils and parents.

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## The 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 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:

- EHCP Process
- CAT
- SATS
- Numeracy interventions
- Reading schemes and interventions
- BTEC
- GCSE's
- Boxall Profiles
- Inference
- Speech and Language Therapy
- Social care

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

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

## 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 Academy 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.

## Making it happen

### **3A: Management, coordination and implementation**

- The planning process –
  - Cloughwood Academy assesses each individual's academic/ physical needs and plans the subject to incorporate all learning styles and ability.
  - Where teaching assistants will be best utilised
  - Testing and assessing will be a continuous process throughout the pupils academic life at Cloughwood Academy
  - Plans will be amended and improved where required
- Coordination –
  - The process will be co-ordinated by the SLT.
  - 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 leadership team the LGB and the staff team as a whole**

### **3B: Getting hold of the school's plan**

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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[www.cloughwoodacademy.co.uk](http://www.cloughwoodacademy.co.uk)

### **Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the local governing board (LGB).

### **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy