

CUDDINGTON AND DINTON CHURCH OF ENGLAND SCHOOL POLICIES AND PROCEDURES

Accessibility Policy



‘Let your light shine’ Matthew 5:16 is central to all that we do as a Christian school community. We work together to nurture the well-being, learning and development of everyone, empowering all to shine as individuals through clearly understood values and behaviour, founded in the Christian faith.

Date Reviewed	September 2020
Date adopted by Governing Body	29.9.20
Date for next review by Governing Body	September 2024

This plan has been drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, the Equality Act 2010 and Buckinghamshire County Council Schools Accessibility Strategy 2016-19.

Access Plan Aims

1. To increase the extent to which disabled pupils can participate in the curriculum
2. To improve the physical environment to increase pupil access
3. To improve the delivery to disabled pupils of information

The School will review the plan to evaluate:

1. The effectiveness of the action taken in the previous school year
2. Relevant targets for the next school year reflecting the changing needs of the current school cohort
3. Responses to any legislative changes

Monitoring will be a constant process. The Governors, Head Teacher and SENCo will make the necessary amendments. Health and Safety issues may be raised, and concerns addressed.

If a pupil with special medical requirements and/or a particular disability that will restrict their mobility around the school is offered a place, then a support meeting consisting of the parents, Head Teacher, Class Teacher and SENCo. will be held.

Curriculum

With consideration to reasonable adjustments, reasonable expectations and financial restrictions, the school will endeavour to:

- Give full disclosure of relevant information during transfer to the next teacher
- Hold regular meetings between Parents/Carers, Class Teacher, Support Staff and SENCo to address needs, concerns and progress.
- Address needs and support through training of staff
- Share good practice
- Seek professional, relevant support and advice

Physical Environment

Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling such access.

When new play or teaching equipment is purchased, the suitability for its use with disabled pupils will be considered.

Where the school cannot provide facilities such as large recreation areas suitable for games and swimming lessons, staff will use alternative provision that fulfils curriculum requirements.

Delivery of information

The school will provide documents in relevant forms (eg. large print) if requested.

When necessary, training will be provided for all staff in order to communicate better with children with SEND. In some cases this will be provided by the Specialist teaching service if the needs of the child are such that their expertise is needed.

The school will plan/invest in classroom technology to better facilitate communication with pupils.

Specific Needs

Where resources and available space permits, physical adaptations will be made to provide a quiet area for supporting children with hearing impairments. If an environmental audit is needed to access the physical accessibility for children with a visual impairment, the school will seek external advice and support.

Physical adaptations for children are often specific to the individual child. The school will consider all recommendations made by an occupational therapist or professionals.