

Cardinal Hume Schools

Accessibility Plan

The plans aims are underpinned by the following definition as described by *The Disability Discrimination Act 1995*.

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

Physical or mental impairments can include:

- Learning difficulties;
- Physical difficulties;
- Sensory difficulties;
- Long-term medical difficulties;
- Speech, language and communication difficulties;
- Emotional and behavioural difficulties;
- Mental health difficulties.

The school aims to:

1. Where possible increase the extent to which disabled pupils can participate in the school curriculum.
2. Where possible improve the physical environment and increase extent to which disabled pupils can take advantage of the schools facilities, resources and associated services.
3. Set suitable learning challenges for all pupils and provide good quality provision for diverse learning needs.
4. Overcome barriers to learning.

Details of the Plan

Increase the extent to which disabled pupils can participate in the school curriculum.

- CHCS will assess the needs of every disabled individual and based on that assessment will take reasonable steps to avoid putting disabled pupils at a disadvantage. For example provide ICT equipment such as a notebook for students with cerebral palsy or vision aids for students with visual impairment.
- Students will be welcomed where possible into mainstream provision.
- Where possible teachers and the SLT of the school will plan lessons in order to accommodate disabled students e.g. provide lessons on the ground floor for wheelchair users.

Improve the physical environment and increase extent to which disabled pupils can take advantage of the schools facilities, resources and associated services.

- The school will continue to improve where possible the layout of areas including all academic, sporting, play social facilities; classrooms, assembly hall, canteen, library, sports hall, playgrounds and common rooms in order to allow access for all pupils.
- The school will continue to maintain and improve where possible access to from or past doorways, steps and stairs, toilet facilities, showers as well as pathways/routes (that are logical and well signed) and parking for all users but particularly wheelchair users.
- Where possible the school will improve lighting, non-visual guides and décor or signage in order to assist disabled pupils in and around the building and site with visual impairment, autism or epilepsy.
- The school will where possible take steps to reduce background noise for hearing-impaired pupils.
- The school will (in line with its Health and Safety policy) ensure that emergency and evacuation systems are set up to inform all pupils.

Set suitable learning challenges for all pupils and provide good quality provision for diverse learning needs.

- The school encourages high aspirations from pupils with regard to their learning and sets high expectations for all pupils regardless of any disabilities.
- Where possible classrooms will be organised to facilitate the full inclusion of pupils with disabilities.
- Teachers will use a range of organisational approaches such as setting, grouping or individual work to ensure all pupils can be successfully included.
- Teachers will plan the pace of lessons carefully to ensure all pupils have opportunities to learn e.g. allowing for the additional time needed by pupils using lip reading.
- An individual student's prior attainment will be used to select programmes of study from the appropriate key stage (as stated in the SEN code of practice 6.19) , e.g. in the year 7 Nurture group (particularly those students who achieved below L4 in their KS2 English) follow Year 5 programmes of study in literacy and numeracy.
- Teachers will provide a flexible approach to planning the curriculum (using the QCA's 'Teaching, Planning and Assessing the Curriculum for Pupils with Learning Difficulties' as guidance) for all pupils but particularly those who have gaps in their learning e.g. pupils with long-term medical conditions. (SEN code of practice 6.17-6.21)
- The school will continue to work toward a flexible curriculum that will meet diverse needs, ensuring the curriculum is differentiated at key stage 3 (Nurture groups and G&T) and key stage 4 (WRL).
- The school will continue to work toward the incorporation of IEP's as an integral part of curriculum planning in conjunction with PIVAT's (Performance Indicator Value Added Target Setting).
- SEN review procedures will be used to inform the school with regard to the type of support needed and who will provide it for students with impairments e.g. sign language or other first language interpreters when necessary.

Overcoming Barriers to Learning

- The school will provide access to ICT appropriate pupils with disabilities and will ensure where possible alternative activities will be provided to enable disabled pupils make progress in music, physical education, science and design technology.
- The school will continue to work toward providing effective support for pupils who need help with communication, language and literacy e.g. using visual and written materials in different formats including large print, symbol text and Braille.
- Where possible extra opportunities will be provided for students learning English as an additional language to speak and write in their first language.
- The school will ensure where possible that all pupils have access to key stage 3 strategies.
- The school will continue to improve the delivery of materials and formats in order to assist pupils with learning impairments ensuring that where needed the full range of support services provided by the LEA are utilised when needed.
- Student's behaviour will be managed in order to encourage students to value and respect each other while encouraging and teaching independent working skills.

Last reviewed December 2010