

Cambian Hereford School - Accessibility plan for the period November 2022- 2023

Legal Status:

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children Act 2004 (Children's Services) Regulations and Special Educational Needs and Disability Act 2014

Our school Strategy:

- Our school strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), as amended.

This accessibility plan applies to:

- The whole school inclusive of activities outside of the normal school hours;
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

Availability:

- This policy is made available to parents, staff and students in the followings ways; via the School website, and on request via the School Reception.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

A handwritten signature in black ink, appearing to read "V. Wilton".

Vickie Wilton
Headteacher

A handwritten signature in black ink, appearing to read "John Ivers".

John Ivers
Proprietor

Cambian Hereford School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

Introductory statement

We are committed to providing an environment which values and includes all students, staff, parents/guardians/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Student Profile

Our school provides for those with SEMH needs, as well as other needs or diagnoses, including ADHD, ADD, and other difficulties. Most of our children are referred to us and funded through their local authorities. Our age range is 11 and 18 years of age. The majority of our students will have a Statement of Special Educational Needs or an Education Health Care Plan. We do accept students undergoing assessment if there is agreement for funding for local authorities. Emphasis in the school is thus on the development of community values, i.e. a caring and considerate attitude to others, good manners, self-discipline, service to the community and the pursuit of excellence. All this, of course, has a direct bearing on our curriculum design.

Background:**Cambian Hereford School layout and facilities**

The school is situated on two levels and there is a separate building with ramped access. Facilities include: classrooms, a kitchen, a reprographics room and outside areas. There is access for young people and adults who may use a wheelchair to some areas but not all. There is not a disabled access toilet.

We welcome young people where we are able to provide appropriate provision to manage their disabilities and enable them to become as personally adequate, socially competent and independent as their potential will allow. We plan, over time, to increase the accessibility of provision for all students, staff and visitors to the school in the following areas. We are determined to further develop our expertise and facilities to meet the needs of these young people.

Targets:

Our targets are:

- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of students are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all students to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their pupil's education;
- to ensure that our students have a voice in this process.

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Strategies:

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Admissions Policy
- Disability Policy
- Health and Safety Policy
- Special Educational Needs Policy.

Special Educational Needs - Code of Practice

It is opportune that this provision coincides with the implementation of major reforms with regard to young people and young people with special educational needs. We are determined to stay at the cutting edge of provision for young people and young people who are placed in our school. We ensure ongoing liaison with organisations that are able to offer specialist advice and training and complete an accessibility audit to identify where physical, curriculum and communication adjustments should be.

Timeframe

- Links with disabled groups and organisations, along with those able to offer specialist advice, are to be ongoing;
- Continued Professional Development will be prioritised and ongoing.

Anticipated Outcomes

- Adapted curriculum, electronic or other materials;
- Modified teaching delivery;
- Provision of additional services, if they are to be required, such as electronic and hard copy information being in the parents/guardians/carers first language and in braille if required.

Success Criteria

- Anticipated Outcomes in Place, with the school over the next three years being wholly accessible in curricular, premises and communication terms to all the people who may be served by it.

Welcoming and Preparing for Disabled Students

Where it is practicable we make reasonable adjustments to enable prospective students to take up a place at the school and satisfy the current admissions criteria. The school is committed to providing these reasonable adjustments. In order to meet the needs of disabled students, the school requires full

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information. The school asks all local authorities seeking admission for an individual to the school to disclose whether the young person has any disability or other condition or educational need of which the school should be aware. In assessing a student or prospective student, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

Main priorities

Increasing the extent to which disabled learners can participate in our curriculum:

- Inclusive teaching and learning styles
- Learner grouping and peer interaction
- Participation in sporting and cultural activities
- Curriculum content and structure
- Curriculum planning
- ICT across the curriculum
- Individual timetables with personalised learning
- Teaching resources and materials with training on how to use them
- Assessment strategies and examination, accreditation and vocational opportunities
- Classroom organisation and behaviour support
- Participation in evening and weekend activities
- Participation in educational visits
- Deployment of learning support staff
- Flexible, responsive timetabling

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

We want to make the building accessible to as many people as possible; adjustments have, and will continue to be made to accommodate anyone with physical access needs as required. We do not yet have disabled toilets at our education site. Any new buildings and refurbishments will take full regard of the Equality Act and current building regulations.

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

We will continue to provide and enhance provision for access to information through:

- DVD, Audio, Interactive Whiteboards and other applications of ICT
- Adapted teaching materials
- Use of plain English, key words and take regard of needs where English is not the first language
- Signs and Symbols
- Sharing successful practice
- Staff training delivered by specialists e.g. Speech and Language and Occupational Therapists

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Target	Tasks	Timescale	Responsibility	Monitoring	Success Criteria
ACCESS TO ICT Ensure access to computer technology appropriate for students with disabilities including auxiliary aids.	<ul style="list-style-type: none"> ICT plan includes prioritised purchasing list for computer technology as required for students with disabilities. School staff to update on available technology on a termly basis. 	As required - unless needs of students in school require immediate action.	Head Teacher	Regional Lead	Access to appropriate computer technology
ACCESS TO CURRICULUM To ensure all staff receive comprehensive induction programme as to how to meet the needs of children who have experienced significant trauma.	Ensure induction is completed prior to member of staff working with children. Liaise with Regional lead around support for new staff <ul style="list-style-type: none"> Incorporate protected characteristic awareness into all planning of lessons including extra support, 1-1 teaching, extended times and home based learning. Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties. Purchase of resources to increase student participation. or specifically identified needs 	Ongoing	All teaching staff	Head Teacher	Improved access to curriculum for all students evidenced through lesson monitoring and progress data
Access to Exams and qualification: Ensure that exam access arrangements are in place for students who need it	Provide assessment for students who need exam access arrangement Train suitable number of staff to provide support such as scribe, reader etc	Feb 2023	SENCO	Headteacher	Access arrangement support in place for all qualified students

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	<p>Ensure suitable space is identified for students who need to sit exam on their own.</p> <p>Ensure that there are sufficient word processors in place for use in exams.</p>				
To ensure all staff are trained to support students with medical conditions, where applicable	<p>Update staff training annually if applicable in:</p> <ul style="list-style-type: none"> • Self-harm • Use of EpiPen • Asthma • Diabetes • Epilepsy 	Ongoing	All teaching staff	Headteacher	
To ensure all staff are trained in restorative practices	Rolling programme of training for all staff	Ongoing	All staff	Headteacher	
<p>INVOLVEMENT IN THE SCHOOL</p> <p>Ensure all students are aware of diverse groups, by educating students we can eliminate discrimination and other prohibited conduct</p>	<ul style="list-style-type: none"> • Ensure student activities are accessible to all students including workshop, outdoor activities and PE. 	Ongoing	Headteacher	Regional Lead	
<p>SCHOOL POLICIES</p> <p>Ensure all policies consider the implications of Disability Access, Inclusion for all groups, appreciating for equality & diversity and anti-bullying behaviour.</p>	To update all school policies to run in line with the 2010 Equality Act and to consider all protected characteristics.	Ongoing	Headteacher	Regional Lead	Access to all aspects of school life for all students.

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	To ensure all students are free from Direct, Indirect discrimination, Harassment and Victimisation.				
SCHOOL ENVIROMENT Ensure that access to school buildings and site can meet diverse pupil needs including access for wheelchair bound students.	<ul style="list-style-type: none"> • Accessibility & clarity of signs around school. • Clear pathways without obstruction • Awareness of independent access for all classrooms. • Ensure that slopes are provided to allow access to all areas of the school 	Ongoing	Headteacher	Regional Lead	
Ensure that classrooms are optimally organised for disabled students within current restraints. Identify needs & actions for future improvements.	<ul style="list-style-type: none"> • Organise resources within classrooms to reflect student need. • Incorporate accessibility into any proposed structural alternatives. • Provide quiet areas within the school. • Look at accessibility in all areas of school life including PE arrangements and examinations. 	At least annually	Headteacher	Regional Lead.	
NEWSLETTERS & DOCUMENTS Availability of newsletters and school documents in alternative formats to be sent to all students in the company to be more aware of school life.	<ul style="list-style-type: none"> • Letters in first language. • Large print & audio when required. • E-mail. • Braille if appropriate • Telephone call / support from admin staff • Interpreter will be accessed where needed 	Ongoing.	School administrator	Headteacher	

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