

Carrdus School

Accessibility Policy and Plan

Rationale

Carrdus School aims to offer the highest quality of teaching and learning and support for all pupils in the pursuit of academic excellence and personal development. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life. A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, as defined in the Equality Act 2010.

Objectives

At Carrdus, our objectives are to:

- Increase access to the curriculum for disabled pupils.
- Improve access to the physical environment of the school for disabled pupils.
- Improve access to information for disabled pupils.

We have an admissions policy (available to view on our website), which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school.

Accessibility Plan

To increase access to our curriculum, our physical environment and our information for disabled pupils. we have a Three-year Accessibility Plan. Please see Annex 1.

Reasonable adjustments

Our aim is to ensure that disabled pupils are not put at a substantial disadvantage by making reasonable adjustments to our policies, criteria and practices, ie the way we do things, and by providing auxiliary aids and services ie additional support or assistance. There is no standard definition of an auxiliary aid or service. Examples include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers;
- assistance with guiding.

Reasonable adjustments

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

We are allowed by law to apply an entry assessment and we may do so as part of our admissions process. If necessary, we make reasonable adjustments for applicants with any SEND sitting the entry assessment, such as, for example, allowing it to be completed on computer rather than by hand. Parents/carers (or the pupil if the school believes they have sufficient understanding of the nature of the request) may request that the existence or nature of the pupil's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.

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When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- whether it will be provided under an EHC plan from the Local Authority;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards;
- the interests of other pupils (and potential pupils).

Once the school has determined whether the relevant adjustment is reasonable, we will write to the parents, setting out the decision and the reasons. If parents are not happy with the school's decision about the reasonableness of the adjustment, they may lodge a complaint using the school's Complaints Procedure.

If a pupil is disabled and parents believe that they are being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that we could make which would overcome this, parents may write to the Head of Learning Support setting out in full the adjustment and (if necessary) how the school could put this into practice.

In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible. In particular, it is envisaged that, where adjustment costs are minimal and satisfy the related criteria, it will be approved and implemented speedily. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), parents and the child in question. The Head of Learning Support is responsible for monitoring this and decisions will be taken in consultation with the Head.

Other related policies

This policy should be read in conjunction with the following documents, all of which are available on the school website.

- Equal Opportunities Policy
- Health and Safety Policy
- Safeguarding Policy
- Behaviour & Discipline Policy
- SEND Including LS Policy

Review

The school will review on a continuing basis its provision for staff and pupils with special educational needs and/or disabilities and include any changes within the accessibility plan. The Bursar and Head will review this policy every three years.

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Appendix 1: Three Year Accessibility Plan May 2021 – May 2024

Target	Action Required	Lead	Evidence of Impact on Stakeholder	Target Completion Date (short 3 months/medium 6 months or long-term 12 months)
To identify the school's main priorities and agree action plan	School Development Plan – accessibility, educational and pastoral support	Head	Continued improvement across all areas of the school.	On-going
To review information available on website	Review website	Head Registrar	Website up to date with all information accessible.	On-going
To ensure all communications between school and home ensure access for all pupils	Review of communication. Training of teaching and non-teaching staff	Head School Office Manager	All communications from school to home enable access for every child.	On-going
To ensure typing provision for pupils who require laptops	Review IT software and hardware plus any training needs.	Head of LS	Improved skills	Complete
To review SEN resource provision.	Budget bid	Head of LS	Improved skills	On-going
To ensure provision in lessons differentiated to meet needs of all pupils inc access to curriculum.	Provision monitoring on-going	Head Teachers	High progress from monitoring of data and other anecdotal evidence.	On-going
To improve pupil and staff awareness of importance of curriculum accessibility.	Provide training in PSHE INSET	Head Teachers Head of LS	Observation Enhanced awareness	On-going
To ensure accessibility throughout the site.	Site review	Bursar	Enhance use of the site	On-going

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To ensure access to the sports facilities	Review range of facilities to include ease of access	Bursar	Fully accessible	Complete
Ensure audibility of the fire system	Review network of sounders	Bursar	Improved audibility	Complete
Ensure adequate lighting	Review network of lighting	Bursar	Improved visual safety	Complete