Accessibility Plan

***Galatians 6:2***

*“Carry each other's burdens, and in this way you will fulfill the law of Christ.”*

Derby Cathedral School is a Christian community that welcomes students, families and visitors of all faiths and none. The diversity and richness of such a family brings depth and a vibrancy to our core.

Students of Derby Cathedral School are given every opportunity and challenged to be the best that they can be, demonstrating FAITH in all they do.

* **Fellowship** - Collaborating with others, we treat everyone with respect, dignity and kindness.
* **Aspiration** - We are ready to learn and grow, striving to be the best that we can be in every aspect of our lives.
* **Integrity** – We demonstrate fairness, equality and honesty.
* **Tenacity** – We are determined and resilient when faced with challenges.
* **Humility** - We are gracious, calm and understand the importance of forgiveness.

All students will be well prepared for their next step into future education, training and employment. They will be happy, healthy, confident, life-long learners who experience ‘life in all its fullness’. (John 10:10)

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| Policy Status | Date | Review Date |
| Approved by LGB | October 2020 | October 2023 |
| Reviewed by SLT | September 2020 | September 2023 |

Version: 2 of September 2020

**Absences**

**In the event of any absence including those due to Covid 19 DCS has made provision for remote learning activities via Microsoft Teams. All students have remote access to this package and have received instruction on how to access work**

**Introductory Statement:**

Derby Cathedral School will strive to ensure that it provides the best possible education for all pupils regardless of physically disability or physical impairment. We recognise our duty under the Equality Act 2010 and aim to provide equality of access for all. Parents, staff and governors will pull together to ensure the best possible outcomes for all our pupils and strives to provide equality of access.

**Procedures**

This plan covers **three** main areas of duty. These are reviewed annually using the attached appendices containing student specific information. These areas are:

* **To improve the physical environment of School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**
* **Increase the extent to which disabled pupils can participate in the School’s curriculum.**
* **Improving the delivery of information to pupils and parents.**
* **Ensure those students with EHCP access needs are met as per the Derby City Council’s ‘Local Offer’**

The Special Educational Needs & Disability Co-ordinator (SENDCo) liaises with teachers and Derby City Council’s Specialist Teaching and Educational Psychology Service (STePs). This service has staff who specialise in supporting those with hearing and visual impairments, physical impairments and students with autism and speech/communication difficulties. These teachers/professionals can come into school as required to meet with identified students, including those due to attend in the future. These teachers/professionals also provide a link to other outside agencies and medical services to inform the school of the current position regarding the named students.

**Physical Environment**

**Physical Impairment**

DCS has recently occupied a brand new school building which is fully accessible and DDA compliant Handrails and ramps are in place as required and a lift to all floors is in operation.

Site staff have ensured visual hazards are highlighted as required. Areas include stairs, steps and chamfered ramps. All lighting can be adapted in individual classrooms and adapted in the hallways to meet the needs of visually impaired students.

**Hearing Impairment**

Staff have received additional training on the use of a loop/audio transmitter systems used by students with hearing impairments. The fire alarm has been checked so that is within the audible range of the aforementioned students. Other arrangements will be made for any profoundly deaf students if needed.

**Access to the Curriculum**

**Physical Impairment**

All teachers are informed of any student with physical impairment by the SENDCo/ keyworker TA/HOY. Consideration is given to timetabling rooms for easier access by SLT (if required). If students require adapted stating plans during lessons, teaching staff are informed via the SENDCo.

In addition to the above there are 28 staff trained in ‘Emergency First Aid’ to support students with medical conditions including the event of an emergency administration of epi-pen medication. Specialist TA’s would also be provided to ensure full access if required by EHCP which includes personal care/toileting if required.

**Visual Impairment**

Students with visual impairments, or who are blind, will be provided with an enhanced transition package prior to starting Derby Cathedral School (DCS). This will be arranged in conjunction with the feeder primary school, STePS and DCS Departments have bought specific items and other items have been loaned from the VI service to ensure any specialised equipment is procured and resources organised.

For those students who are blind, adaptions are made as per advice from Derby City Council’s mobility/re-habilitation officer (tactile flooring, ‘Bump ons’ etc.). An extensive period of orienteering of the school will be also organised in conjunction with the V.I specialist teacher.

**Hearing Impairment**

Students with hearing impairments (H.I.) meet regularly with the specialist teacher for H.I. These students may require differentiated seating arrangements to meet their needs. Loop systems are also available if appropriate (as previously mentioned).

The STePS team produce reports for the students they see. Copies are stored in the school information system (Bromcom) or the SEN office. All reports are also sent to parents via STePs.

**Delivery of Information** for all students.

Each student with a disability or learning difficulty is assessed by the SEND team to ensure the teaching and information materials are presented in such a way that allow appropriate access to the curriculum. Examples of adaptive resources and practice include the following. This is not an exhaustive list:

* **Live** speakers for Spanish or use of audio tapes for listening and speaking assessments Use of enlarged screens in ICT
* Use of own copy of PowerPoint when teachers are using the Interactive Whiteboard.
* Transition packages
* Visual prompts
* Visual timetables
* Agreement in place to allow lunch to be eaten outside designated areas
* Use of coloured paper- Dyslexic/ Scotopic Sensitive students
* Enlarged mouse for fine motor skills .( As required)
* Specialist Braille proficient TA’s to support VI/blind students.
* Specialist TA’s to support students with complex medical needs.
* Specialist curriculum support via the Learning Support Department.
* Specialist sessions for those with Autism to help to develop social awareness

**Appendix 1**

## DERBY CATHEDRAL SCHOOL

## ACCESSIBILITY PLAN

## IMPROVING ACCESS TO THE CURRICULUM

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| **TARGET** | **LEAD RESPONSIBILTY & KEY PERSONEL** | **RESOURCES**  **&**  **COSTING** | **PERFORMANCE**  **INDICATORS/**  **EXIT CRITERIA** | **MONITOR**  **&**  **REVIEW** | **SUCCESS CRITERIA** | **EVALUATION**  **REVIEW** |
| Focus on Individual  needs including students with additional educational/physical needs  Improve ICT  Provision. Particularly for targeted groups of students e.g. Visual Impairment | -SENDCO  -Assistant Headteachers  -STePS  Head of Department (HOD)- ICT  DCS IT support services | Time  Cost of any additional resources  Time  Student Laptops/ specialist IT based equipment | Students able to access whole curriculum and make a minimum of expected progress  Improved access to information and systems | Data collections, parents evening  Parent/Pupil/staff voice  Data collections, parents evening  Parent/pupil/staff voice | All students able to access curriculum  Staff/Students/Parents accessing the system effectively | Annually, or as required by students)  Annually, or as required by students) |

## DERBY CATHEDRAL SCHOOL

## ACCESSIBILITY PLAN

## IMPROVING THE PHYSICAL ENVIRONMENT

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| **TARGET** | **LEAD RESPONSIBILTY & KEY PERSONEL** | **RESOURCES**  **&**  **COSTING** | **PERFORMANCE**  **INDICATORS/**  **EXIT CRITERIA** | **MONITOR**  **&**  **REVIEW** | **SUCCESS CRITERIA** | **EVALUATION**  **REVIEW** |
| Ensure all areas of the school are Equality Act 2010 compliant  Ensure all areas of the school are Equality Act 2010 compliant  Departments to ensure own planning is inclusive for all students | Business Manager/ Headteacher  Business Manager / Site Manager/ Headteacher  HOD’s & class teachers  SLT | Use of internal communication to track defect reports  Cost of remedial works where needed  Site maintenance costs  Department time | Areas of school site easier to access for disabled students.  Pupils respect school site.  Areas of school fully accessible for disabled students. Pupils respect the site.  Each Dept. meets the requirements of all students  Students can access all department spaces | Impact on T&L evaluations  Annual site Inspection  STePs support service visit records | System working well. School site compliant with 2010 Equality Act  “ “  All students able to access all main teaching areas.  Students can access all department spaces | Building Plans and Evacuation procedures have all been checked by SLT. Ongoing liaison with this agency to ensure continuous improvement.  Checked through annual H&S reviews  Checked through QA activities |

## DERBY CATHEDRAL SCHOOL

## ACCESSIBILITY PLAN

## IMPROVING THE DELIVERY OF INFORMATION

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| **TARGET** | **LEAD**  **RESPONSIBILITY**  **&**  **KEY PERSONNEL** | **RESOURCES**  **&**  **COSTING** | **PERFORMANCE**  **INDICATORS/**  **EXIT CRITERIA** | **MONITOR**  **&**  **REVIEW** | **EVALUATION** |
| Audit delivery to disabled students of information such as Audio MP3, DVD/CDs, use of symbol system, large print, Braille, simplified language (**If required**) | SENDCo/HODS | Time: approx. 3 hours per year | Alternative ways of delivering written information embedded in SOW | Students with disabilities surveyed | Teaching & Learning Toolkit (Annually) |