

## Accessibility Policy 2024-27

***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)

<b>Approved by:</b>	Local Trust Committee	<b>Date:</b> 2 <sup>nd</sup> October 2024
<b>Last reviewed on:</b>	September 2024	
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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Derby Cathedral School will strive to ensure that it provides the best possible education for all pupils regardless of physical 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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

### Procedures:

This plan covers **four** 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and Local Trust Committee (LTC) Members of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### **3. Summary of Accessibility & Action Plan**

#### **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, adaptations 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

## Action Plan:

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

IMPROVING ACCESS TO THE CURRICULUM						
TARGET	LEAD RESPONSIBILITY & 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	-SENDCO -Assistant Headteachers -STePS	Time Cost of any additional resources	Students able to access whole curriculum and make a minimum of expected progress	Data collections, parents evening Parent/Pupil/staff voice	All students able to access curriculum	Annually, or as required by students)
Improve ICT Provision. Particularly for targeted groups of students e.g: Visual Impairment/ Access arrangements	Head of Department (HOD)- ICT DCS IT support services	Time  Student Laptops/ specialist IT based equipment	Improved access to information and systems	Data collections, parents evening Parent/pupil/staff voice	Staff/Students/Parents accessing the system effectively  Student have received training on how to use a laptop for exams	Annually, or as required by students)  Review access after PPEs



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

IMPROVING THE DELIVERY OF INFORMATION					
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 ( <b>If required</b> )	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)

## 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Assistant Headteacher for SEND and Inclusion, the Headteacher and the Local Trust Committee (LTC)

It will be approved by Andy Brown, Headteacher and the Local Trust Committee (LTC)

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour policy
- Safeguarding policy
- Complaints policy – DDAT