



Accessibility Plan

2007 - 2008

The Chauncy School

Sept 2008

The Chauncy School Disability Access Plan

Introduction

Chauncy School is committed to providing a full curriculum to as many students as possible and aims "to enable all young people to achieve their full potential, academically, emotionally, physically and spiritually", (school aims).

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):
"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

The Governing Body recognises its duty under the DDA (as amended by the SEN and Disability Act). Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy:

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;
- Not to treat disabled students less favourably;
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage;
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002):

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Disability Access Plan

The plan aims to improve access to all aspects of education within Chauncy and is organised in a way that helps to remove any existing barriers to student learning. It also aims to widen the opportunities for including more students within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has three inter-linked elements:

Improvements in access to the curriculum

- Providing for all students a curriculum that is appropriate to their needs
- Ensuring that the curriculum is delivered in such a way that all students, regardless of any impairment, may benefit fully from it

Physical improvements to increase access to education and associated services

- Ensuring that all school buildings and grounds are fully accessible to students with mobility, sensory or other impairments
- Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be accessed fully by all students

Improvements in the provision of information in a range of formats for disabled students

- Providing information for students and their parents/carers about the school and its curriculum in a format that takes account of any disabilities.

Physical improvements to the Environment

The aim of Chauncy School is to ensure that there is full access to all areas of the school premises to students with as wide a range of disabilities as possible. This will be accomplished by:

- Maintaining the ramps to all buildings, repairing/upgrading them when necessary
- Maintaining the lift to the first floor in good working order
- Providing an evacuation chair to enable a physically disabled student to leave the first floor in case of fire
- Maintaining the lift to the drama studio in good working order
- Ensuring that any new buildings have full disabled access

- Maintaining the good condition of the hoist and pneumatic bed in the disabled toilet
- Taking into account the needs of visually impaired students in any future school redecoration
- Improving signage in certain areas of the school where necessary

Improvements in access to the curriculum

- To ensure all staff are aware of the need to present the lesson content in a variety of ways providing full access to disabled students:
 - Modifying print:
 - Font size
 - Double spacing
 - Providing visual prompts
 - Use of video / DVD / tapes
 - Use of radio aids
 - To ensure staff receive full and regular training from the LA advisory teachers on up to date methods and strategies.

Improvements in the provision of information in a range of formats for disabled students

- Provision of information The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested

Linked Policies

This Plan will contribute to the review and revision of the following related school policies:

- School Development Plan
- Staff Development Plan
- Building And Site Development Plan
- SEN Policy
- Equality Scheme
- Curriculum Policies
- Behaviour and Attendance Policy

		Objective	What	How	When	Goal Achieved
Short term	1	Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting Governors meeting	Autumn Term 2008	School complies with requirements of DDA and Code of Practice
	2	To ensure students have full access to curriculum equality of opportunity	Staff and Teaching Assistants to be made aware of students' disabilities	SENCO compilation of SEN register and IEPs	Autumn Term 2008	School complies with the DDA and Code of Practice
	3	To raise awareness of student disability	To develop staff knowledge and skills of differentiation	Regular SENCO advice, INSET and lesson observation Use of LA advisors as necessary	Ongoing Termly review Annual Review	Staff have increased awareness of need to differentiate and challenge all students
Medium term	4	To promote equality and reduce harassment associated with student disability	To develop and implement the school bullying policy, to incorporate peer mentors and revive the buddy system at Chauncy	In house training by Pastoral Team Involvement of Kidscape in student mentor training	Spring 2009	Implementation of Anti-Bullying Policy
Long term	5	To improve the provision for students with Autistic Spectrum Disorder by improving social awareness and communication skills for students	To run two, weekly social skills groups	LA training from advisory teacher, Educational Psychologist, training provided by Pinewood school and SENCO research	Summer 2009	Students with Autistic Spectrum Disorder have more inclusive experience at break times and lunchtimes
	6	To raise achievement and build self esteem of students with Dyslexia	To enable students to receive 1:1 and small group tuition	Two Teaching Assistants to deliver 10 hours a week each on tailored literacy programme (TAs have OCR certificate in Dyslexia)	Summer 2009	Dyslexic students will demonstrate increased confidence in class, show increased performance in classwork and homework and will produce positive value added scores in the end of year review