

SALISBURY CATHEDRAL SCHOOL DISABILITY ACCESS PLAN



AIM

The aim of this plan is to set out how Salisbury Cathedral School intends to increase the accessibility of its activities and facilities over the three year period 2009-2012.

Salisbury Cathedral School is committed to providing an inclusive environment for all pupils. It has high ambitions for all of its pupils and expects them to be able to participate in all the aspects of school life that they choose.

The school will seek to identify and overcome barriers that prevent people with disabilities from accessing the facilities that the school has to offer.

DUTY UNDER THE ACT

The Governing Body recognises its duty under the DDA, as amended by the SEN and Disability Act of 2001 together with Schedule 10 of the Equality Act 2010 'Accessibility for disabled pupils'.

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled such as written information accessible in a range of different ways for disabled pupils.
- Not to discriminate against disabled people.
- Not to treat disabled pupils less favourably
- To take reasonable steps (adjustments) to avoid placing disabled pupils at a substantial disadvantage and to improve the developments in physical access to the education and other services
- To publish this Disability Access Plan

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

In deciding whether a step is reasonable, schools may take into account the need to maintain:

- Academic standards
- Available resources
- The practicalities of making a particular adjustment
- The Health & Safety of the disabled pupils and the interests of others

Salisbury Cathedral School is committed to meeting the full requirements of the Act.

DEFINITION OF DISABILITY

The DDA defines a disabled pupil as someone who has “a physical or mental impairment which has a substantial and long term adverse effect on his or ability to carry out normal day to day activities”.

The definition includes sensory impairments, learning impairments, dyslexia, diabetes, epilepsy, ADHD, severe allergies and major illnesses.

PLAN SCOPE

This plan sets out the school’s proposals for increasing access to education for disabled pupils in the three main areas of:

- Increasing access to the school curriculum
- Improving access to the physical environment
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

ORGANISATION AND RESPONSIBILITIES

The school has formed a Disability Access Group which consists of the Business Manager, the School’s Learning Support Co-ordinator (SENCO), and the School Nurse. The group seeks advice and input from the senior management team, the Buildings and Estates Manager, the Diocesan Surveyor and others with expert knowledge of disability issues.

The Group’s responsibilities are:

- to review the school’s policies and procedures and facilities to maximise accessibility to the school by those with additional needs
- to make recommendations to improve accessibility by means of reasonable adjustment and by planning future improvements and by preparing and reviewing this plan
- to monitor the implementation of this plan and to review as necessary and at least every 3 years

AWARENESS

It is the school’s policy that staff and pupils are to be made aware of disability, understand its effects and accept and support disabled pupils as a part of school life.

Appropriate staff INSET will be provided to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.

Links with the school’s Equal Opportunities Policy, Anti-Bullying Policy and handbooks will be reviewed in order to reflect inclusiveness and to aid understanding and integration

INCREASING ACCESS TO THE SCHOOL CURRICULUM

1.1 During this plan period the school will research common forms of physical, medical and cognitive disability to gain a greater understanding of the major issues facing pupils with these conditions and practical methods of supporting them. As a result of existing experience of supporting pupils with

educational support needs we find that they have a range of needs and that individual programme of support need to be prepared and reviewed on a regular basis. The school will collate up to date information on disability.

- 1.2 The requirements of any pupil with additional needs admitted to the school will be discussed with appropriate staff and a programme of appropriate special provision will be made. In some cases the school may ask parents to pay for a learning support assistant approved by the school to support the delivery of the curriculum
- 1.3 In all parts of the school, but particularly from Years 3 and above children move through the site to eat and to access specialist teaching rooms. There is some scope to consider the needs of an individual pupil when the timetable is being created but this will be limited.
- 1.4 Staff will be made aware of pupils with a disability or special educational need by the SENCO, the school nurse or member of the Senior Management Team.
- 1.5 Staff will need to adapt their teaching to the learning patterns of all pupils according to their abilities and necessary differentiation should be reflected in departmental schemes of work.
- 1.6 Staff will continue to be made aware of strategies to make “reasonable adjustments” within the classroom so as to not to place disabled pupils at a substantial disadvantage in accessing the curriculum.
- 1.7 The implementation of reasonable adjustments to classroom management should not prejudice the progress of other pupils nor their Health & Safety.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

- 1.8 Salisbury Cathedral School is a charity and does not have a large financial endowment. All improvements to the school have to be funded from its activities and there are budgetary constraints on development and adaptations. If outside funding can be made available in advance, it may be possible for the school to advance its programme of access improvements or to purchase additional specialist equipment or support for individual pupils.
- 1.9 Parents should be aware that the school is site is large, boarding accommodation is located on the opposite side of the Cathedral Close from the main school and the main school building is Grade 1 listed and arranged over several floors. All these factors present access challenges and students with impaired mobility may be somewhat disadvantaged by these problems. However, the school will make any reasonable adjustments to ensure that disabled pupils may still participate in school life.
- 1.10 The school will seek to address these issues over time as part of our buildings development and refurbishment programme but some improvements cannot be achieved by reasonable adjustments short of major alterations at prohibitive cost. The building development plans will extend past the period of this plan and the period 2012-2015 should see these plans moving forward and access improved.
- 1.11 Disabled WC provision has been included in the most recent building conversion and future developments will take full account of access for the physically impaired.

IMPROVING ACCESS TO INFORMATION

- 1.12 In disseminating information we will take account of disabilities, be they pupil or parents, and recognise that communication with a parent who is visually impaired may need to be by telephone rather than letter.
- 1.13 The school will seek to make reasonable adjustments so that information can be made available in an alternative format within a reasonable period should the school receive a request for such

help. This might involve an alternative format such as Braille or audio tape or large print or orally or through sign language.

RELATED POLICIES:

Disability policy
Admissions Policy
Pupil Matters - Individual Needs Section of Staff Handbook
Learning Support Policy
Anti Bullying Policy
Equal Opportunities Policy

Person Responsible for this policy: The Business Manager

Reviewed: January 2012

SMT Review: January 2012

Next Governing Body Review: Lent Term 2012