

# CEDARS

## Short Stay School

<b>Policy Title</b>	Accessibility Plan
<b>Written By</b>	PC
<b>Review Committee</b>	Pupil Support & Standards
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# CEDARS

## Accessibility Plan

### 1. CEDARS Ethos, Vision and Values

#### 1.1 Disability Accessibility Mission Statement

- At CEDARS we are committed to ensuring equality of opportunity for: students with disabilities in relation to education and associated services;
- staff with disabilities in relation to employment rights, conditions and opportunities;

and all parents and members of the local community with disabilities in relation to additional services offered by or at CEDARS.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by CEDARS.

In particular, the achievement and participation of students and students with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching.

We will make reasonable adjustments in relation to teaching and learning and wider aspects of CEDARS life to make sure that the educational environment is as accessible as possible.

We will use our accessibility planning duty to ensure that there is a rolling programme of improvements over the next three years in relation to access to the curriculum, access to information for both students and their parents and access to CEDARS buildings, its facilities and amenities for all.

We will seek to foster a positive response to disability among all members of our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

At CEDARS, we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community. In making this assertion, we subscribe to the social model of disability.

### The Disability Equality Duty (DED)

#### Background Information

#### Definition of disability

The Disability Discrimination Act of 1995 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Disability Discrimination Act of 2005 has extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

#### The Duty

The Disability Discrimination Act of 2005 places a general duty on schools, requiring them to have due regard to the following when carrying out their functions as employers, as providers of education and associated services and as providers of services to the wider community:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This general duty is also known as the Disability Equality Duty (DED).

A specific duty under the 2005 legislation requires all schools to produce a Disability Equality Scheme and an associated action plan covering a three year cycle. This is the substance of the rest of this document.

### The Disability Equality Duty (DED)

## 1.2 CEDARS's Strategic Priorities

CEDARS are committed to achieving a level of excellence which ensures the success of every student. Ensuring the success of every student requires students who are responsive to learning, staff who are committed to the success of all students, and all parents to be supportive of the educational process.

### Mission Statement

'To develop the partnership of CEDARS, students, parents and the wider community to ensure an outstanding learning experience for everyone'

### CEDARS Aims

CEDARS aims to prepare its young people for life and to equip them for citizenship'.

The successful realisation of these overall aims will be through:

- improving the quality of teaching and learning which is fundamental to improving motivation, raising levels of achievement and generating a desire to learn for each individual;
- a) CEDARS aim to provide equal opportunities for all to develop their individuality and realise their potential.
- the delivery of the National Curriculum Programmes of Study, the setting of targets and the process of Assessment Recording and Reporting;
- b) CEDARS aim to enable students to acquire the knowledge, skills and understanding relevant to their present and future needs.
- recognising that each student is a complex individual with a wide range of different skills, abilities and interests and the need to develop the whole individual;
- c) CEDARS aim to foster qualities of creativity, imagination, independence, spirituality and aesthetic appreciation.
- recognising that for any individual to thrive and to show initiative they must feel secure and valued;
- d) CEDARS aim to provide a happy, secure and caring environment in which everyone can develop confidence, self-respect and self-esteem.
- recognising that society as a whole has an important contribution to make in realising these aims;
- e) CEDARS aim to enhance the educational and social development of students through partnership with parents and the wider community.

## 1.3 Strengths & Weaknesses

CEDARS recognises that it has both strengths and weaknesses upon which to improve to ensure that all students, staff, parents, visitors and volunteers are not discriminated against due to their disability.

Strengths	Weaknesses
Academic mentoring	Involvement in extra curricular activities
Pastoral support system and staff	Identification of disabled parents / carers
Physical environment	Physical environment
Accessibility	Accessibility
Timetabling of students to accessible classrooms where required	Promotion of disability awareness in the curriculum
Sensitivity in which CEDARS address the issue of disabilities	Special resources available i.e. height adjustable cookers, physiotherapy rooms
Consultation with external agencies	
CEDARS literature asking about disability / promoting the welcoming nature of the School	
SEND staff and resources	
Counselling services	
Communication via website / newsletters	

## **2. The General Duty**

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of School life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for CEDARS.

### **2.1 A Stakeholders' focus group**

Develop a focus group as necessary.

## **3. The Specific Duty**

### **3.1 Involvement of Disabled People in Developing the Scheme**

CEDARS have consulted disabled students, staff, parents and disabled members of the community who may use CEDARS facilities, through:

- involvement of student representatives
- communication in the CEDARS newsletter
- consultation with external agencies

Examples of appropriate adjustments already made by CEDARS are:

- ramps and railings provided into buildings
- substantial investment into ICT provision
- disabled students to be timetabled appropriately i.e. appropriate classrooms
- consultation with parents of disabled students prior to admission to begin planning arrangements
- additional SEN Learning Support Assistants provided as required
- appropriate parking
- disabled toilet
- measures to reduce sensory overload including blinds, lowered ceilings in classrooms where possible, carpeted floors in classrooms and corridors, a quiet room to provide a calm place for pupils to relax and ASD/ADHD friendly resources including movement breaks, fidget toys and wobble cushions

CEDARS records identify all students with SEN and/or a disclosed disability and records of their progress are kept. Any individual feedback from students, parents or carers regarding specific actions taken to involve students and the outcomes that have been achieved are recorded on the student's file.

CEDARS recognise that students with a disability may face a range of barriers and discrimination. We will, wherever possible, endeavour to remove any barriers to disabled students, even if this means treating the student more favourably. CEDARS do not tolerate discrimination or bullying on the grounds of disability. This is included in our Behaviour and Equality Policies.

### **3.2 Developing a voice for disabled students, staff and parents/carers**

CEDARS are committed to involving disabled students, staff, parents and carers in review meetings of this policy. The focus groups developed under section 2.1 will meet on a regular basis, no less than annually, and individuals will continue to be consulted, to further develop and monitor an action plan.

### **3.3 The Management Committee**

All nominations received to become a member of the Management Committee of CEDARS are treated equally. Disabled representatives are welcomed and proceedings are made accessible. The Parent Management Committee are accessible to all parents and their contact details are made available. Regular articles in the school newsletter clarify the Management Committee's role and explain how it contributes to the life of the School.

### **3.4 Removing barriers**

CEDARS continue to be proactive in removing barriers to disabled students and members of the community that may wish to access CEDARS's facilities. Action already taken includes:

- Ramps and railings
- Resources in enlarged print
- Availability of school literature in different formats when requested
- Changes to the timetable to ensure accessibility
- Specialist equipment made available to staff / students
- Disability awareness training is made available to staff on a regular basis.

### **3.5 Disability in the Curriculum, including teaching and learning**

CEDARS encourage positive attitudes towards people with disabilities. CEDARS staff are aware of our disabled student's needs and make adjustments to their resources and teaching styles of these students wherever required. CEDARS acknowledge Disability in the curriculum as a weakness and aims to make improvements by raising the profile of disability issues in the curriculum through our PHSE course.

### **3.6 Eliminating harassment and bullying**

CEDARS's harassment and bullying policy explains in how discrimination, bullying, harassment of disabled children and adults will be dealt with.

### **3.7 Reasonable Adjustments**

Where a reasonable adjustment is made the relevant focus group or individual will be consulted in order to assess its effectiveness.

### **3.8 CEDARS's Facility Lettings**

CEDARS make facilities and resources available on a lettings basis to all members of the community. Where possible requested facilities will be made available on the ground floor and additional reserved parking will be provided.

### **3.9 Contractors & Procurement**

Contractors and procurements from Staffordshire County Council's approved lists are covered by the County Council's DES.

In addition, the catering staff at CEDARS promote that a range of foods e.g. vegetarian, gluten/wheat/dairy free are available to students to pre-order.

### **3.10 Information, Performance and Evidence**

#### **a. Student Achievement**

Assessment data is recorded for all students' achievements including those with SEN or a disability. In addition, individual pupil plans include information relating to students' SEN or disability. An SEN register is maintained and updated no less than every half-term. Records are kept that show individual assistance that each student is receiving (i.e. 1:1 or in-class support). Annual reviews of students with SEN and disabilities are conducted and include meetings with external agencies as required e.g. Visually Impaired Advisor.

#### **b. Learning Opportunities**

There are Increased Flexibility programmes with CEDARS for those who request or are chosen for this. Students with SEN or disability have regular meetings with the Careers Advisor. CEDARS follow the information and guidance given by external agencies.

#### **c. Admissions, Transitions, Exclusions (including SEBD)**

Students with disabilities are not over represented in our exclusion figures. Student admission forms ask parents/students in a sensitive manner to disclose any disability in order to enable CEDARS to aid disabled students to make the most of their time with us. A member of the Senior Leadership Team discusses each new intake with the relevant schools, and ensures that all staff are aware of individual needs. Any students with particular disabilities are invited with their parents to take a tour of the school and meet with a member of the Senior Leadership Team and a representative from the relevant external agency if appropriate, to discuss their individual needs.

#### **d. Social Relationships**

All students are integrated. Rooms are available at break and lunch times for social interaction. CEDARS acknowledge that it is difficult to monitor social relationships at lunch and break-times although this is done at the Lunchtime Club. Mentors monitor the social interactions within their year group.

#### **e. Employing, promoting and training disabled staff**

CEDARS are an equal opportunities employer that has a staff that is representative of its local community. In line with Safer Recruitment selection guidelines, we operate an interview guarantee scheme for any disabled applicant meeting all of the selection criteria. Candidates invited to attend for interview are also asked if they have any special requirements that will enable them to attend.

### **3.11 Reviewing/Monitoring**

Any action plan will be reviewed by the Senior Leadership Team and monitored by the Governing Body.

This Disability Accessibility Plan will be reviewed and publicly commented via the website each year and will be revised every three years.