


CACFO UK EDUCATION CENTRE



ACCESSIBILITY PLAN

Approved by:	Governing Body	Date: 19 December 2019
Signature:		
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Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	5
5. Links with other policies	5
Appendix 1: Accessibility audit.....	6

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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.

At the CACFO UK EDUCATION CENTRE we believe everyone has the right to the following:

- to feel safe at school
- to learn to the best of their ability
- to be treated with fairness & respect

We aim to reduce and eliminate barriers to access all areas of our school environment through the curriculum and also through communication. This extends not only to our students, but also to parents, staff and any outside agencies we communicate with.

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.

Croydon Council children, young people and learning accessibility strategy 2017/18 – 2019/20.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>The curriculum is catered for a variety of educational needs. Students who attend CACFO come at different times of the year and the curriculum is designed so that it is accessible no matter where the child is currently at academically and physically within boundaries.</p>	<p>Most students arrive with a lower than average literacy and numeracy level.</p> <p>Attention can be put in this area to further develop and improve</p>	Head teacher	Ongoing	<p>Any students with a disability will be able to successful access the curriculum both including extra-curricular activities.</p> <p>Reasonable adjustments are predicted and planned for if and when necessary</p>
Improve and maintain	<i>The environment is adapted to the</i>	For any students with	Ensure a variety of	Head teacher	21/12/18	Any disabled child or adult

<p>access to the physical environment</p>	<p><i>needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>All learning areas and toilets on the ground floor</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 	<p>a disability to have easy access to the building and to be able to use the facilities easily.</p>	<p>books are on a lower shelf so that they are always accessible</p>			<p>to have to use the learning area and facilities as easily as an able bodied child or adult.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> 	<p>To provide a range of resources and communication methods to cater for different educational needs.</p>	<p>To assess current resources to check for suitability and any areas for improvement .</p>	<p>Head teacher</p>	<p>January 2019</p>	<p>All students with disabilities have resources that assist their communication needs.</p>

4. Monitoring arrangements

This document will be reviewed every year.

It will be approved by the governing body.

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Ground floor	None	Headteacher	n/a
Corridor access	Adequate	None	Headteacher	n/a
Parking bays	2 disabled and standard parking bays available	None	Headteacher	n/a
Entrances	One main entrance and back up entrance next to toilets accessibly by key in glass protected red box	None	Headteacher	n/a
Ramps	At school reception. No ramp required for school area.	None	Headteacher	n/a
Toilets	Disabled toilet available and standard toilets	None	Headteacher	n/a
Reception area	Seating available, internal signage present and adequate wheelchair space	None	Headteacher	n/a

Internal signage	Present throughout main school and reception area for Safeguarding, GDPR, First Aid, CCTV and general school rules.	None	Headteacher	n/a
Emergency escape routes	Three emergency escape routes available. All kept clear of obstruction and one with key access (key in breakable box).	None	Headteacher	n/a