



**Dame Elizabeth
Cadbury School**

A Proud Member of
Matrix Academy Trust

Accessibility Policy

Last review date:		March 2023	
Next review date:		March 2024	
Date	Version	Reason for change	Source
March 23	V2	Reviewed	Trust

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.

Dame Elizabeth Cadbury School's staff and governors are committed to ensuring that all pupils are offered the best possible opportunity to reach and exceed their potential, irrespective of their ability. We believe that no child is left behind.

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.

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.

Whilst we commit to reasonable adjustments being made to accommodate all pupils and staff, allowing them to participate fully in school life, the physical geography and location of the school site prevents us from being fully accessible

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.

Recent School Developments

2015-16	Installation of new signage for all classrooms
2015-16	Section of rear car park resurfaced to eliminate pot holes increasing ease of access
2017-18	Completing remodeling of main pupil, staff and disabled toilets
2016-17	Upgrade of various light fittings to LED fittings
2016-17	Installation of additional illuminated fire exit signage
2017-18	Installation of new larger screens in classrooms

Individual Needs Priorities set out in this plan may alter to accommodate the changing needs of individuals, as advised by the Head teacher and SENDCO.

Premises

To ensure that any developments do not fall into disrepair, all improvements made under this accessibility plan will be built into the regular checks of the Site Team and the Facilities Manager.

Specific Priorities include:

- To review all paving slabs and replace as appropriate with new or flat tarmac surfaces.
- To service, review and upgrade the school fire alarm as appropriate as finances allow.
- To review the schools responsibilities in this area under the provisions of the Equality Act (2010).

In addition to these priorities Dame Elizabeth Cadbury School will:

- Consider making relevant switches, alarm controllers, and door handles at wheelchair height for new installations.
- Consider installation of ramps in key locations around school site ensuring their appropriateness and visibility.
- Consider installation of hand rails around school site ensuring their appropriateness and visibility.
- Consider the provision of an induction loop in the main reception area if finances allow.

Curriculum Access

The school's Vision Statement and SEND Policy make clear the schools approach to the delivery of the curriculum. The school actively seeks the support and advice of all relevant services/agencies to ensure the curriculum is accessible (where physically possible) to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

Specific priorities include

- The PE activities offered to pupils based on individual needs.
- Consideration given to reviewing location and delivery of curriculum subjects due to the needs of individual pupils.
- Providing curriculum material in large print for visually impaired pupils.
- Ensuring curriculum access for pupils with physical disabilities provided at ground floor level where appropriate.

Information Accessibility

Dame Elizabeth Cadbury is committed to ensuring that all information disseminated is done so in such a way as to be inclusive for all relevant audiences.

Specific set Priorities include:

- Ensuring all relevant policies, Plans & Parental letters will be uploaded to the school website allowing target audience to view them in large text.
- Where possible translating parental letters into home languages for non-English speaking parents.

Associated Policies and Plans

This plan is written in in association with and should be read in conjunction with other relevant documents including:

- SEND Policy
- Equal Opportunities Policy
- Curriculum Statement
- School Evaluation and Development Plans
- Exams Policy
- Health & Safety Policy
- Fire Evacuation Procedures

Review & Evaluation

This plan has the status of a policy delegated by the governing body to the Head teacher and will be reviewed accordingly. It is monitored by the Head teacher and Site Manager who will report on progress made to the Governing Body.