



This Policy was adopted by the governing body of

**Cathedral Academy**

Wakefield's School of the Arts

**Accessibility Plan**

**Dated: March 2017**

**Date of Review: March 2018**

**Staff responsible for leading policy development: Assistant Principal**

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery.	Classrooms are organised for disabled students.	Guidance from specialists (Hearing Impaired Service, Autism Service, Service for Visually Impaired Students) taken in arranging classrooms seating plans for maximum benefit to disabled students.	Monitoring indicates Disability/SEN taken into account in organising the environment for learning	Disabled students able to access learning environment more effectively.
Curriculum delivery/ Delivery of materials in other formats.	<p>IEP targets used by classroom staff and understanding of additional time requirements in practical work understood and planned for.</p> <p>Diagrams described and IAWBs read out loud. Copies of slides and diagrams available to students.</p>	SEND information available to all staff and further training on implementation and differentiation of curriculum required. Induction training provided to all staff upon entry and training sessions provided by SENCO in the 'Bespoke' CPD pathway	Monitoring indicates differentiation in place targeted at disabled/SEN/other nominated students.	Disabled students able to access curriculum more effectively.

<p>School design for disabled students.</p>	<p>All areas accessible to disabled students including CASCADE provision. Fire Evacuation plan in place for all students with mobility difficulties.</p>	<p>Strategic discussions with LA on school campus, 'rationalisation plan' incorporates school prioritised disabled access points as an integral part of rebuild improvement works. Advice and guidance received from SENSS agencies to support individual needs in evacuation procedures. Equipment purchased to facilitate most efficient evacuation.</p>	<p>Plans drawn up show clearly how disabled access will be undertaken.  All new building will be fully DDA compatible. Log any difficulties or on-going issues.  Fire evacuation procedures in place for individual students with mobility difficulties.  Specialist equipment in place and nominated staff trained in its implementation.</p>	<p>Spread out nature of school reduced. Disabled students able to access all physical areas without difficulty.  Fire evacuation plans in place and accessed by all staff concerned. Pupils and parents involved in writing of plan.</p>
<p>Signage</p>	<p>Signs clear and understandable for visually impaired.</p>	<p>Replacement of signs takes account of appropriate colour schemes/size for signs.</p>	<p>New signs clear and updated as required.</p>	

## ***Information from the Local Authority***

Wakefield LA's Accessibility Strategy is a key component of its broader policy on Inclusion. The formulation of an accessibility strategy by LEAs is a requirement of the SEN and Disability Act 2001 and arises out of the Government's determination to provide equality of opportunity and to end discrimination on the grounds of disability. Schools are required to develop an Accessibility Plan which sets out how they will take steps to increase access for disabled pupils. Publication of the LA's Accessibility Strategy follows a consultation exercise with schools in the Spring Term, 2003 (see Circular 03/03/20).

The Government's intentions were set out in the publication: 'Accessible Schools: Planning to increase access to schools for disabled pupils':

"Improving access to education and educational achievement by disabled pupils is essential to the Government's policy of ensuring equality of opportunity, full participation in society and the economy." ( Introduction: "Accessible Schools : Planning to increase access to schools for disabled pupils").

In Wakefield, we believe that Inclusive Education is the best way of ensuring that children have the opportunity to realise their full potential. The principles and philosophical basis of our approach are set out in our SEN policy and accompanying statements on Inclusion and Early Years education. The LA is developing a new Five Year Strategic Plan for SEN and Disability called "Achievement for All", which will promote further the principles and good practice we have developed over the last few years. The Accessibility Plan links closely with this wider strategic plan, also with the Education Development Plan and with 'Inclusion Now!'- the new school self-evaluation framework. Use of funding under the Schools Access Initiative and the Council's general Capital Programme will be closely aligned with the Accessibility Strategy.

The legislation requires that accessibility strategies run for 3 years or more. The LA's strategy extends to 4 years because of its close links to these other plans and strategies.

The Accessibility Strategy outlines how the LEA will support schools in their planning to increase access for disabled pupils in three

areas: the curriculum, the provision of information and improvements to the physical environment.

Increasing accessibility will be for some schools a long-term development, particularly with regard to the physical environment. However, there will be many ways in which schools can bring about immediate or medium-term improvements. Plans will be more effective if they form an integral part of whole-school planning to improve the educational experience of all children and to build capacity to educate all children in the local community.

<b>Signature: Principal</b>	
<b>Signature: Chair of Governors</b>	
<b>Date:</b>	<b>28.3.17</b>