

CACFO UK EDUCATION CENTRE



ACCESSIBILITY POLICY

Approved by:	Governing Body	Date: 29 March 2018
Signature:		
Last reviewed on:	Mar 2018	
Next review due by:	Oct 2018	

Mission Statement

Equalities Statement

All who work at The CACFO UK Education Centre are committed to the celebration of diversity, and the challenge of disadvantage and discrimination, in all its forms.

The values are explicit to the ethos of CACFO UK Education Centre and implicit in all policies and practices.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

Definition of 'Disability' Equality Act 2010

You're disabled under the [Equality Act 2010](#) if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Vision and Values

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

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

At the CACFO UK EDUCATION CENTRE we provide our students with an opportunity to change their lives and futures. All of the students who arrive here have experienced rejection at some point in their lives before they come to us and our vision is that our students will feel accepted and valued, feel enabled to achieve, enjoy learning, celebrate their own and others' successes,

learn to listen and tolerate differences, be healthy and stay safe, reach their full potential and be reintegrated into mainstream society.

The CACFO UK EDUCATION CENTRE is committed to the principle of inclusion, in respect of setting suitable learning challenges, responding to diverse needs and overcoming the potential barriers of all students.

We recognise that the Equality Act 2010 covers a broad definition of disability. We understand that this, potentially, will include a wide range of impairments including for example learning disabilities, dyslexia; Autistic Spectrum conditions; mental health difficulties; blind/partially sighted, hearing impairments; wheelchair/mobility difficulties and multiple disabilities both seen and unseen (for example diabetes and epilepsy).

The CACFO UK EDUCATION CENTRE welcomes the broad view of disability, based on a social model of disability which maintains that the barriers, or elements of social organisation that exclude those with impairments should be identified and removed. Examples of such barriers might include prejudice and stereotyping, inflexible organisational procedures and practice, inaccessible information and environments.

Following discussion, analysis and reflection of the Centre's mission, vision and values we have set the following priorities for development:

- ❑ To review all school policies to reflect an increased understanding of disability as defined by The Act;
- ❑ To continue to build staff awareness through formal mechanisms such as CPD and training days, as well as informal mechanisms of shared discussion, colleague support and staff briefings.
- ❑ To remove barriers to learning by offering differentiated curriculum and challenging underachievement.
- ❑ To provide an accessible environment to support all users of the site.

Information from Student Data and School Audits

The CACFO UK EDUCATION CENTRE gathers data on all of its students through a variety of mechanisms which includes liaison with the student's previous school, admissions interviews and meetings with parents.

Regular six week review meetings and on-going dialogue with parents provide additional, valuable, information in ensuring inclusion and progression. Assessment data and student progress tracking enable us to monitor and evaluate outcomes for the student population and to provide highly individualised IEP's. Attendance and exclusion are closely monitored and evaluated. The CACFO UK EDUCATION CENTRE will seek assistance to identified students within its current cohort who have the following needs and disabilities:

- ❑ Social, emotional and behavioural needs
- ❑ Attention Deficit Hyperactivity Disorder (ADHD/ADD)
- ❑ Learning disabilities
- ❑ Dyslexia
- ❑ Specific learning difficulties
- ❑ Dyspraxia
- ❑ Dyscalculia
- ❑ Autistic Spectrum conditions

- Speech, language and communication difficulties
- Medical Needs/sensory impairments

CACFO recognises that this is only a current snapshot of apparent disabilities but the profile of students and staff can alter at any time to include others.

CACFO UK EDUCATION CENTRE demonstrates strong staff awareness of students' needs and disabilities. Students benefit from high levels of 1:1 and small group teaching. The CENTRE employs flexible, responsive and proactive approaches to overcoming barriers in order to effectively meet the uniquely individual needs of each student. These needs are met by student participation in the school curriculum, mentoring sessions and off site opportunities.

The CACFO UK EDUCATION CENTRE has set the following priorities for the development of information and data gathering to support the accessibility plan:

- Improvements to timely data gathering to inform all staff of any adjustments needed for delivery of educational offer
- Monitoring and recording of progress to inform student, staff and parents of development
- Enhance formal mechanisms of recording students achievements through the targets set

Views of those consulted during the development of the plan

CACFO UK EDUCATION CENTRE recognises the requirement to seek the views of all stakeholders who may be involved with the provision as an employee, volunteer, member of the local authority or parent/carer or student, and organisations with whom the provision has partnership arrangements to deliver an educational offer.

CACFO UK EDUCATION CENTRE has therefore drawn up this plan in consultation with the LA Inclusion Consultant, mindful of the broader context outlined in the LA's Disability Equality Scheme.

CACFO actively engages in dialogue with parents of all its students and their views have informed this plan. Student perceptions are also regularly sought through informal mechanisms and student feedback has been incorporated into the plan.

The CACFO UK EDUCATION CENTRE management committee and staff have been closely involved in the preparation of the plan and prioritisation of key goals. The following priorities have been set in respect of consultation on the plan:

- Discussion to take place at reviews with parents of disabled students and disabled parents
- Advice to be sought from external agencies, voluntary and community organisations involved with disabled young people.

The main priorities of the Alternative Provision

Increasing the extent to which disabled students can participate in the school curriculum.

Students at the CACFO UK EDUCATION CENTRE have access to a broad and balanced curriculum including the national curriculum. Additionally, students have access to a range of opportunities and extracurricular activities such as social development visits, inspirational speakers and community programmes.

We reaffirm our commitment to ensuring equality of opportunity, enabling all disabled students to take a full part in the curriculum with high levels of 1:1 support, both formal and informal. In order to achieve this goal our earliest priorities include:

- ❑ A focus on the assessment of students learning styles to inform curriculum and lesson planning
- ❑ To draw on the advice and expertise of LA National Strategy Consultants to guide and enhance curriculum planning, and the development of teaching resources and enhancement of ICT
- ❑ Enhanced interactive teaching where possible

Management, Co-ordination and Implementation

The staff and senior management of the CACFO UK EDUCATION CENTRE are fully committed to, and undertake, responsibility for the School's Accessibility Plan, its implementation and evaluation. Under their direction the plan will be reviewed annually and revised following evaluation and feedback from all stakeholders. The alternative provision underscores its commitment to ensuring the cohesion of all policy documents and plans in order that they mutually and collectively reflect the central importance of increasing access and equality of opportunity for its disabled students.

The school has set the following priorities for the management, co-ordination and implementation of the plan:

- ❑ Annual review by Senior Leadership Team
- ❑ Regular meetings with the staff
- ❑ Revision in the light of feedback from staff and parents/carers
- ❑ Update of the schools web page

Getting hold of the School's Accessibility Plan

The CACFO UK EDUCATION CENTRE Accessibility Plan is available from the school on request. It can be made available in large print or in a format other than written.