



OAKLANDS CATHOLIC SCHOOL
AND
SIXTH FORM COLLEGE

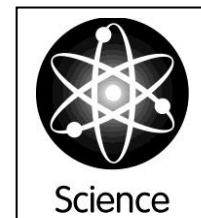
ACCESSIBILITY POLICY

APPROVED BY GOVERNORS	OCTOBER 2008
REVISION DUE	OCTOBER 2011
MEMBER OF STAFF RESPONSIBLE	BUSINESS MANAGER
STATUTORY / NON-STATUTORY	STATUTORY



Community

Unity



Opportunity

OAKLANDS CATHOLIC SCHOOL

WHOLE SCHOOL POLICY FOR ACCESSIBILITY

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 favorably 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Principles:

1.1. - to reflect the school's aims for its students

by the provision of a broad and balanced education, which will allow each individual, irrespective of sex or ability, to develop his or her talents to the full (Governors' Curriculum Statement, Oaklands Catholic School)

to seek the fullest spiritual, moral, physical, intellectual, social personal and cultural development of each student, including those with special educational needs and/or disability as defined by the Disability Discrimination Act 1995(DDA)¹, by their full access to, and participation in the richness of opportunities created within the whole school curriculum and through the guidance of a committed team of staff.

To provide opportunities for students to experience, understand and value diversity.

1.2 - to recognise its duty under the DDA(as amended by the SEN & Disability Act 2001(SENDA) in that Oaklands will not:

- discriminate against disabled students in their admissions and exclusions, education and associated services.
- the school will not treat disabled students less favourably; and
- the school will take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- The school will publish an Accessibility Plan/Strategy.

1.3 In performing their duties, the governors and staff of Oaklands will have regard to the Disability Rights Commission (DRC) Code of Practice 2002.

1.4 Oaklands recognises and values parents' knowledge of their child's disability and its effects on her/his ability to carry out normal activities, and respects the parents' and child's request for confidentiality.

1.5 Oaklands provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles.

¹ * A person has a disability 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 carry out normal day to day activities.

2 Methodology

- 2.1 An Accessibility Working Party will be formed by the Learning Support Co-ordinator, and will include the SEN Governor, the Business Manager and two senior LSAs. Its role is to prepare a Management Plan based on the DDA recommendations.
- 2.2 The Management plan will identify and prioritise areas within the school where accessibility needs to be improved.
- 2.3 The Management plan will be disseminated to parents via the school web site and details will be included in the School Newsletter.
- 2.4 The Management plan will initially be approved by the Full Governing Body following discussion at a Governors' Curriculum/Staffing Sub-Committee, whose role will also be to monitor its progress and cost implications.

3. MONITORING

- 3.1 In order to ensure that students with disabilities are not being disadvantaged, monitoring is seen as essential. The following areas will be reviewed by the Working Party at least annually: Admissions; Attainment; Attendance; Exclusions; Extra-Curricular Activities; Homework; Post 16 destinations; Selection and Recruitment of Staff; Governing Body Representation; Parental involvement in school life.
- 3.2 Action plans to address finding resulting from the monitoring will be drawn up accordingly.

4. ACCESSIBILITY PLAN

In order to reduce and eliminate barriers to access for students (and prospective students) with a disability the school will respond to these three areas:

a. Physical environment -*improving the physical environment of school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services.*

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

b. Education and related activities - *increasing the extent to which disabled students can participate in the school's curriculum*

The school will continue to seek and follow the advice of LEA services, such as the specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts

c. Provision of information - *improving the delivery of information to students with disabilities*

The school will make itself aware of local services, including those responsible through the LEA, for providing information in alternative formats when required or requested.

Details of Short, Medium and Long term targets and strategies are included in Plan 2003-2006, Appendix 1.

5. Linked Policies

5.1 This Plan will contribute to the review and revision of related school policies e.g.

- School Development Plan
- Staff Development Plan
- Building and Site Development Plan
- SEN Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Behaviour Policy
- Curriculum Policies

6. Publications for Guidance

Accessible Schools: Planning to increase Access to schools for disabled students	Issued to all schools in June 2002
Schools Disability Code of Practice	DRC
SEN Code of Practice	
DfES Guidance on Inclusive Schooling	DfES
National Curriculum 2000 Inclusion Statement	DfES
DfEE: Access for disabled people to school buildings (BB91)	DfES
DfES: Guidance for constructional standards for schools (July 2001)	DfES

Useful telephone Numbers

Disability Rights Commission 0207 828 7022

DfES Publications
Ofsted Publications
QCA

0845 602 2260
08456 404045
0207 509 5556