

The Cumberland School Accessibility Plan

1.0 The Cumberland School Mission Statement

As a school we are determined to improve the life chances of every one of our students. Determination and resilience are essential qualities for our students if they are to achieve their potential. Our curriculum, both in the classroom and outside of it, ensures that students are given opportunities to challenge themselves and develop confidence, independence and resilience.

Cumberland is ambitious as a school and we want all of our students to be ambitious for themselves and their community. We encourage all students to understand their responsibilities to each other, the school and the wider community. Pride, respect and high aspirations are valued and developed so that Cumberland is a safe place to take risks and grow.

The Cumberland School is above all a learning community. We believe that all students and staff have the right to flourish and we recognise that hard work, challenge and collaboration are vital to ensure exciting and effective teaching and learning in the classroom. We are an outward facing school, collaborating with other schools, colleges and business. We believe there is much we can and must learn from each other.

2.0 Policy links to school mission, aims and values

All of the work of The Cumberland School is intended to support the delivery of our mission statement in full. This policy is specifically intended to ensure that our Special Educational needs provision is timely and effective.

In particular the Local School Board (LSB) recognises its responsibility under the Disability Discrimination Act 1995 (DDA) which prevents discrimination against disabled people in their access to education. This also includes the Equality Act 2010 which combined discrimination and equality law for race, sex, disability, religion and belief, sexual orientation and age to one single act.

The LSB recognises its duty under the DDA (as amended by the SEN, Disability and Equality Acts):

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled students less favourably;
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage;
- to collate feedback from students in order to further improve accessibility plans for students
- to publish this Accessibility Plan

3.0 The Accessibility Plan

The plan aims to improve access to all aspects of education within the school and is organised in a way that helps to remove any existing barriers to student learning. It also aims to widen the opportunities for including more students within the school and to look positively at ways in which existing difficulties can be overcome. In this way the LSB is showing its commitment both to the

school members and to the wider community based on the promotion of self-respect and respect for others.

The aim of the Accessibility plan is to:

- Improve access to the curriculum by:
 1. Providing a curriculum which is appropriate to their needs for all students
 2. Ensuring that the curriculum is delivered in such a way that all students, regardless of any impairment, may benefit fully from it

- Make physical improvements in order to increase access to education and associated services by:
 1. Ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other impairments.
 2. Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students.

- Improve the means by which information is distributed by:
 1. Providing for pupils and their parents/carers, information about the school and its curriculum in a format that takes account of any disabilities
 2. Collating yearly feedback from students regarding the effectiveness of our provisions so that it can be improved

4.0 How will these targets be achieved ?

Target 1 Improving access to the curriculum

Actions	Responsible	Success Criteria	Completion Dates
INSET on preparing lessons that accurately assess student progress for all abilities using AFL techniques and differentiation to maximise the learning experience for all.	SMT/Leadership	Staff trained in AFL techniques with evidence of both differentiation and AFL in use.	End of term 1
INSET for TAs & HLTAs in the teaching and assisting of SEND pupils	SENCO / Inclusion Manager	Staff trained	During Tuesday pm meetings
Differentiation of the curriculum to be	HOFs and HODs	Enhanced experience for this student group.	

adequately inclusive
of SEND pupils

Ensure appropriate deployment of support staff	SENCo/Deputy SENCo/HOF	Positive feedback	Checked half termly
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Target 2 Improvements to the environment

Actions	Responsible	Success Criteria	Completion Dates
Access audit to be conducted			
Access to IT Audit of IT resources to ensure students with visual, auditory and physical needs can access all IT resources	MU and MR	Plan for any improvements created	End of term 1
Access to Activities An audit of off site activities to ensure they are accessible to all students	MU and MR	Plan for any improvements created	End of term 1

Target 3 Improving provision of information

Actions	Responsible	Success criteria	Completion dates
Consult with parents when necessary to provide information in the appropriate format.	NA and MR	Feedback received	End of term 1
Consult with web designer on access improvements to the school website.	NA and MR	Feedback received And website meets DDA expectations	End of Term 1

Carry out student NA and MR
consultation exercise

Feedback collate and
responded to End of Term 3

Policy documentation control

Responsible for Review:	Angela Moore, Assistant Headteacher and SENCO
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