

Cambourne Village College Disability Equality Scheme and Accessibility Plan: a working document, to be reviewed yearly. Review date – December 2024

The College Profile

Cambourne Village College opened in September 2013 for 133 Year 7 pupils as a newly built Academy and Free School within the CAM Academy Trust. The school now has 1465 pupils on roll, in Years 7 to 12.

The proportion of pupils with SEND is in line with the national average, and the proportion of pupils with EHCPs is higher than average.

Our Vision

Cambourne Village College aims to develop the full positive potential of every individual pupil in its care, including all disabled pupils. The College recognises the need to remove barriers proactively, and to enable and include disabled pupils. The College is likewise committed to equality of opportunity for all its disabled stakeholders: this includes staff, Governors and all visitors to the school. This is covered by the Equality Policy.

The Law

In October 2010, the Equality Act 2010 (The Act) consolidated all previous equality legislation, replacing the Disability Discrimination Act 1995 (DDA). It introduced a Public Sector Equality Duty. In carrying out our functions, this requires schools to have due regard to the need to:

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

Cambourne Village College welcomes this duty and is committed to meeting it comprehensively. Additionally, the Act includes a duty for schools to implement accessibility plans which are aimed at:

- ✓ increasing the extent to which disabled pupils can participate in the curriculum;
- ✓ improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- ✓ improving the availability of accessible information to disabled pupils.

Definition of Disability

The Act defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day-to-day activities.’ ‘Substantial’ is defined as ‘more than minor or trivial’, and ‘long term’ as lasting, or likely to last, longer than 12 months. Physical or mental impairment includes sensory impairments; mental health conditions; specific learning difficulties such as dyslexia, dyscalculia and dyspraxia; global learning difficulties; chronic health conditions such as diabetes, epilepsy, ME and back pain; ADHD; and autism. This definition is broad and includes children with a wide range of impairments.

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

- increasing the extent to which disabled pupils can participate in the school curriculum;

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

Cambourne Village College: Accessibility Plan 2024-2025

As of July 2023, approximately 8% of pupils may meet the legal definition of disability.

Further Action Required	Intended Outcome	Personnel	Complete by
Maintain Disability Register Definition of 'disability' is outlined in this policy.	Enable analysis of rates of absence and exclusion	SENCO / First Aid Coordinator / Assistant Principal for Inclusion	Ongoing
Collate information on future intake pupils. An increase in children with EHCPs is expected every year.	Smooth transitions for pupils and effective forward planning.	HOY / SENCO	Ongoing
Monitoring of children with disabilities and their participation in school life	Ensure children's safety. Consideration of access to education and extra-curricular activities	Year Team / First Aid Coordinator / Assistant Principal for Health and Safety	Ongoing
Provide annual staff training to all staff for pupils who have a disability	Ensure children's safety: consideration of access to education, especially extra-curricular activities	SENCO / First Aid Coordinator	Ongoing

Maximising the extent to which disabled pupils can participate in the school curriculum and the broader life of the school

The National Curriculum states that an inclusive curriculum must:

- 1) set suitable learning challenges
- 2) respond to pupils' diverse learning needs
- 3) Overcome potential barriers to learning and assessment for individuals and groups of pupils

Cambourne Village College conforms to this requirement. No pupil is denied access to any part of the school curriculum due to disability, except where his or her participation presents an unacceptable level of risk to themselves or other pupils. In such a case, we will always seek a compromise position. We will seek always to include disabled pupils in as full a range of extra-curricular activities as possible. It may be the case, however, that a pupil may have to be denied access to an extra-curricular activity due to disability, if the Local Authority is not able to fund the necessary staffing or extra support needed for the pupil to participate safely in the activity. Inclusion is at the forefront of our minds in planning all extra-curricular activities.

As established procedure is in place for carrying our risk assessments on those pupils who might have an impact on the health and safety of the school community, to ensure maximum safe access to the curriculum for all.

- Every effort is made to offer extra-curricular activities to children with a disability and only in rare circumstances does the nature of a disability preclude the child's participation in a given activity.
- The Centre has access to a hoist.
- There is a disabled toilet and space for getting changed.
- Rooms on the first floor are accessible via lift.
- High backed stools are available for those who need them in subjects where they would ordinarily have stools.
- Most pupils who have a disability are successfully integrated in social activities of Year groups, e.g. attendance at Residential activities (Beaumanor Year7), Spanglovision, discos etc. For those who need 1:1 support see above.

Further Action Required	Intended Outcome	Personnel	Complete by
Conduct audit of disabled pupils' participation in school life, to include: <ul style="list-style-type: none"> • Any emerging patterns of attendance and isolation/seclusion/exclusion • Participation of pupils in extra-curricular activities • Site access 	Gauge extent to which disabled pupils are able to participate in life of school	SENCO / Assistant Principal for Inclusion / Assistant Principal for Health and Safety / Site Manager	Ongoing
Ensure that regularly employed cover staff are fully trained to meet the needs of disabled pupils.	To ensure disabled children are always able to learn.	SENCO / Assistant Principal for Inclusion / Cover Supervisor Manager	Ongoing
Ensure disabled pupils can access Remote Learning provision during partial or full school closure	To ensure disabled children are always able to learn.	SENCO / HODS	Ongoing

Ways in which school organisation impacts on disabled pupils

The school is organised such that no disabled pupil is denied access to the curriculum on site due to timetabling constraints. Risk Assessments will be carried out for those pupils who might have an impact on the health and safety of the school community, to ensure maximum safe access to the curriculum for all.

The School provides staff trained in First Aid, including a full time First Aid Coordinator, to deal with medical emergencies arising in school time. The CamVC policy on Managing Medicines is followed.

Further Action Required	Intended Outcome	Personnel	Complete by
Assess effectiveness of school Anti-Bullying policy re. Disability	Culture in which any bullying is not acceptable.	Assistant Principal for Inclusion	Ongoing

Physical Access to the School Site

The entire school site is accessible to disabled pupils and visitors.

Further Action Required	Intended outcome	Personnel	Complete by
Continue to ensure Disabled Access through front foyer doors	Ensure maximum access for disabled users	Assistant Principal for Health and Safety / Site Manager	Ongoing
Ensure information for disabled pupils and visitors is accessible on school website	Ensure maximum access for disabled users	Assistant Principal for Health and Safety / Site Manager	Ongoing
Review medical and SEND facilities.	Ensure best possible facilities for disabled users	Assistant Principal for Health and Safety / Site Manager / First Aid Coordinator	Ongoing
Ensure that door guards are in place.	To allow for fire doors to remain open during normal circulation time.	Assistant Principal for Health and Safety / Site Manager	Ongoing

Outcomes for Disabled Pupils

This is an area for investigation, as per the action points below:

Action	Intended Outcome	Personnel	Complete by
Analyse outcome data for DP as part of regular scrutiny of pupil	Use findings to identify strengths and weaknesses of current academic	SENCO / Assistant Principal	Ongoing

progress, in liaison with Leigh Bellis	provision for disabled pupils	for Inclusion	
Evaluate disabled pupils' participation in extra – curricular activities.	Identify strengths and weaknesses in school's provision with a view to increasing opportunities.	Pastoral leads SENCO / Assistant Principal for Inclusion	Ongoing

Management, co-ordination and implementation of the Accessibility Plan

The Planning and Finance Committee of the governing body will take responsibility for the school Accessibility Plan, set a clear direction for it and report on it annually, thus enabling the governing body to fulfil its statutory duties under the Act.

Action	Intended Outcome	Personnel	Complete by
Clarify arrangements for review and evaluation of plan, and personnel involved	Full involvement of members of governing body	School principal	Ongoing
Decide on ways of publicising the Disability Equality Scheme	Full understanding by all stakeholders, to ensure maximum inclusion and equality of opportunity for all disabled people in the CamVC community	School principal	Ongoing

Support for staff

Applicants for new roles in school are asked to complete a questionnaire outlining any disabilities they may have and their suitability for the role, in accordance with safer recruiting policies. If appointed, the school will make reasonable adjustments in line with the Equality Act (2010) to enable the staff member to fulfil their role.

If an existing member of staff's disability status changes, they are supported through HR. Advice may be sought from Occupational Health on reasonable adjustments that can be made to enable the member of staff to continue in their role as long as they are safe to do so.

Support to visitors on site

As detailed above, the site is largely accessible to all. This extends to visitors on site and there is disabled parking available. Visitors are welcome to inform the person they are visiting of any specific needs and reasonable adjustments will be made.