

The ContinU Plus Academy



2025 -
26

**Disability
Equality &
Accessibility
Policy**



The ContinU Plus Academy

Disability Equality & Accessibility Policy



The Disability Equality Policy and the accompanying action plans set out how the ContinU Plus Academy (CPA) will promote equality of opportunity for disabled people. At the CPA we aim to make sure that disabled people are equal to all other members of the community in accordance with the Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

A disabled person is someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day-to-day activities.

At the CPA teachers and support staff aim to work in partnership with pupils and their parents/carers to ensure all pupils can receive a high quality education within a system that values the diversity of all pupils and the wider community.

Aims of this Policy

- √ To offer lessons and examinations that are suitable to all pupils who attend the CPA (a broad yet balanced curriculum and personalised learning);
- √ To overcome barriers to learning and assist pupils to make the best progress they can;
- √ To help pupils to be fully involved in all parts of school life;
- √ To treat all members of the community fairly and offer them the chance to be included in all of the school's activities.

Collation of Information

To help us to know if disabled people are equal to all other members of our community we are going to collect information:

- √ by asking staff, pupils and parents/carers to complete a questionnaire;
- √ use information from staff and pupil records.

Once the information has been collected the CPA will achieve its aims by:

1. Creating a physical environment at the CPA to increase accessibility for members of the school with a disability.
2. Improving the access to information for disabled pupils and parents/carers by:
 - √ At the CPA there is a clear Positive Behaviour Policy in place and school expectations are clearly displayed in all teaching areas - we will be making sure that existing and future displays are visible to all and information is clear;

- √ Some of the parents/carers of pupils at the CPA may have a home language other than English - we will endeavour to arrange for translators to be present at key meetings they may need to attend in order that they understand what is being said;
 - √ For some pupils written information can be difficult to access - we will be introducing visual timetables to help them understand where they should be each lesson;
 - √ We aim to deliver workshops to provide information about disabilities and learning needs to staff, parents/carers and pupils.
3. Increasing the extent to which disabled pupils can participate in the school curriculum:
- √ Pupils can study for a range of different qualifications including Entry Level, GCSE and BTEC;
 - √ We have a comprehensive induction programme and provide an inclusive Key Stage 3 (KS3) and Key Stage 4 (KS4) curriculum - we will deliver programmes for study skills, revision skills and stress/anger management;
 - √ Pupils will be supported in terms of the curriculum, their emotional and social needs by a team of Learning Coaches - we hope to develop this through training a team of specialist support pupils with specific disabilities such as autism and dyslexia.

Wider Considerations

- ✓ The CPA's school policies (such as Teaching & Learning, Positive Behaviour, Assessment & Monitoring as well as Assessment & Marking) will be checked as part of the review cycle to make sure that we treat all members of our community fairly;
- ✓ Monitoring and reviewing: a group of staff including the Headteacher, Deputy Headteacher and Assistant Headteacher/SENCo meet termly to monitor the progress being made regarding provision for disabled students, to make sure that disabled people are treated equally at the CPA;
- ✓ The Headteacher will feed back information from these meetings to the Governing Body regarding improvements that have been made, whether points on the action plans have been implemented successfully and what the school plan to do next - more detail is available in the School Development Plan.

Accessibility Plan

Purpose:

It is our intention to remove, as far as possible, those barriers which make it hard for a person who has difficulties with:

- Mobility;

- Physical co-ordination;
- Manual dexterity;
- Continence;
- Ability to lift, carry or move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to learn, concentrate or understand;
- Perceiving risk or physical danger;
- To take part in the day to day life of our school and benefit from the educational experiences and services we provide.

Process:

Access audit and review of current activities □ devise actions □ set goals & targets □ consult on plan □ implementation □ evaluate the plan.

The accessibility plan will be incorporated into the School Development Plan.

Summary of Actions:

To accomplish these developments we will:

- Continually review the school environment, the way we plan, prepare and deliver curriculum and the information we provide for pupils so that we can improve the access for both individuals and groups;
- Work to provide an atmosphere where all pupils feel safe and valued;
- Achieve this by promoting understanding of disability and work to show positive models of people with a disability - we will avoid stereotypes and use language which emphasises the person rather than the disability;
- Examine those parts of our active and extra-curricular activities which may have limited access for pupils with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding;
- Trigger an investigation of access within our planning cycle so that it is an explicit part of our School Development Plan.

A copy of the Disability, Equality and Accessibility Policy is published in its entirety on the CPA's website (www.continuplus.org.uk).

Date Policy Created:

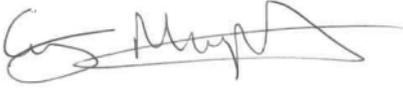
June 2025

Member of Staff Responsible:

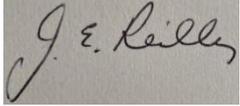
Craig Murphy (Business Manager/HR)

Review Date:

July 2026

Signed: 
(Staff member responsible)

Signed: 
(Headteacher)

Signed: 
(Chair of Governors)