

Accessibility Policy

In Cardinal Newman High school we believe that the Gospel is relived in daily life and God is experienced as a reality.

To fulfil this vision we are committed to providing a high quality Christian education, to developing the whole person:

- Spiritually
- Academically
- Socially
- Physically
- Emotionally

A definition of disability is:

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on a students' everyday life.

Key Objective

To reduce and eliminate barriers to accessing the curriculum. To enable full participation in the school community for all students, and prospective students, with a disability.

Principles

- Our duty under the Equality Act 2010.
- 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 publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

- The school provides all its students with a broad and balanced curriculum, adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the Every Child Matters Agenda leading to a more inclusive curriculum. This curriculum acknowledges that suitable learning challenges must be set, that it needs to respond to diverse learning needs and there should be a response to overcoming possible barriers to learning and assessment.
- The school, at every opportunity, will seek to improve the physical environment for the purpose of increasing the extent of which disabled students are able to take advantage of education and associated extended services.
- The school will, at every opportunity, attempt to improve the delivery of information to parents, students and carers. This would cover such items as handouts, timetables, textbooks, school newsletters and website. The school will attempt to offer alternative formats whenever possible i.e. large print. Such information should be made available within a reasonable time frame and take account of students' disabilities and parents and carers preferred formats.

Reviewed Sept 2011

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