

Cranbrook Church of England Primary School



Accessibility Plan

Written by: Karen Teasdale	December 2016
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Signed by Chair of Governors:	
Signed by Headteacher:	

Accessibility Plan

1. Introduction

The purpose and direction of the school's plan: vision and values

Cranbrook Primary School has the highest ambitions for its disabled pupils and pupils with additional needs and expects them to participate fully in all aspects of school life. Our commitment to equal opportunities is led by the National Curriculum Inclusion statement. The school sets challenging, but suitable learning goals, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. Cranbrook Primary School makes all children feel welcome irrespective of race, colour, creed or impairment.

Information from pupil data and school audit

- The school has a small number of disabled pupils and pupils with additional needs. The range of current disabilities includes: speech and communication, dyspraxia, ADHD, ASD, dyslexia and epilepsy as well as moderate learning difficulties.
- The school has good physical access- built in 1986 on a single site, and single storey, with wide corridors and doorways, most of the building is carpeted and sound boards are in all teaching areas. When planning for building work, access for pupils with disabilities is always a consideration. Flooring is chosen to contrast with the walls, corridors are kept free from clutter.
- Levels of absence among disabled pupils are in line with the rest of the school's population. There have been no exclusions for children with disabilities.
- Disabled pupils participate in all aspects of school life: taking lead roles in school productions, after school clubs, team sports, choir, school council, visits and residential. We ensure that they can participate in every activity, through careful planning and risk assessments. Where necessary, additional staff are put in place to ensure full access and safety.
- The physical features of the school are a strength – all parts of the school are accessible to disabled pupils.
- Access to information is planned: for example, dyslexic pupils will have longer to write things down and for those children who have difficulty copying from the board, information will be written down for them. Text size and font colour is monitored to ensure maximum access for visually impaired children. Pupils will also have individual support to ensure access.
- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens.
- We have a clear anti-bullying policy, drawn up in consultation with pupils and staff and an inclusive ethos which fosters good relationships between pupils. Other school practices such as 'Assessment for Learning', talking partners and the our PSHE teaching encourage mutual support and partnerships between children.

- Outcomes for disabled pupils are good. Children make expected or better progress over time.
- Disabled pupils participate fully in extra curricular activities and achieve well.

Views of those consulted during the development of the plan

- Parents of children with disabilities are happy with the physical environment of the school and are confident that the school adapts the curriculum to meet the needs of disabled pupils. Through provision plan reviews, for example, we identify any change in need and adapt accordingly. Understandably, parents of disabled children are more anxious of their children's understanding of activities and need reassurance that needs are being met.
- Children with a range of disabilities were consulted as to the school's provision and ideas for future improvements. Sitting near the front helps a child with sight or hearing impairments. A pupil who struggles with food is given longer to eat his lunch in the hall and has extra snack times. We have a pupil with cystic fibrosis who needs to do breathing exercises every afternoon.
- Children had not experienced any bullying as a result of their disability; on the contrary, they feel that other children are very supportive. They would be happy to talk to an adult, if the need arose.
- The school works closely with the LA to co-ordinate our plans with their accessibility strategy.

2. The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

- Ensure appropriate deployment of support staff to connect disabled pupils to the curriculum, develop independence and promote social interaction.
- Ensure high quality teaching for all to improve disabled pupils' access to the curriculum, including using teaching approaches that promote positive pupil interaction.
- Professional development for staff on inclusive classroom practice and on specific disability issues.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Creation of a Sensory Room and Nurture Room (Starlight and Sunshine Room) which will link with the Children's Centre
- Creation of a room dedicated to Special needs (Rainbow Room) and a small office for meetings with parents, SENCo and FLO.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Should the need arise the school is able to tape information for pupils with visual impairments or learning difficulties and can provide pictures or symbols for pupils with communication difficulties.
- Parents and pupils will be consulted to determine preferences – this may take place at Pupil Support Plan reviews, during parent teacher consultations or informal meetings.
- The school is familiar with and use specialist services for advice and resources when necessary.
- The school will also make information for parents available in a range of different formats should the need arise and be mindful of font size and legibility when producing written information. Parents can access more information via the school website, so have the option to increase font size themselves.
- The school has introduced, and are now developing use of, 'Schoolcomms' as a more efficient and reliable means of communication with parents and improving home/school links.

3: Implementation

Management, coordination and implementation:

- We will ensure that all staff are aware of the disability discrimination duties through staff meetings.
- We will feed back consultation results to staff.
- The governing body will monitor implementation of the plan through governor visits and the SEN Governor when meeting with the SENCO.
- The plan will be evaluated yearly, informed by discussions with disabled pupils, staff and parents and analysis of data on progress and attainment of disabled pupils.
- Accessibility planning will be integrated into the school's overarching planning processes, including premises development, curriculum planning and repairs and maintenance.
- The Accessibility Plan will be co-ordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights.
- Implementation – see action plan attached.
- Evaluation of the plan will look at what the school has implemented and what effect those measures have had. The school will consider a range of evidence to reach a judgement. These will include staff confidence in teaching disabled children, parental satisfaction with arrangements made, outcomes for pupils, the physical environment, multi-agency protocols, the sharing of good practice and the involvement of disabled pupils in school life.

- The Governing Body will report to parents on the school's accessibility plan via the school prospectus and the school newsletter. This will be linked in to other reporting requirements on the arrangements for admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than others and the facilities provided to assist access to the school.

Accessing the school's plan:

- Copies of the school's accessibility plan are available through the school office
- Through the school website: <http://www.cranbrook-cep.kent.sch.uk/>

Accessibility Plan,

(as required by the Special Educational Needs and Disability Act (SENDA) 2001
and with reference to the Equalities Act 2010.)

	Actions	By whom	Start	Finish	Evidence that it is completed
i. improvements in access to the curriculum	<p>1. Ensure appropriate deployment of support staff.</p> <p>2. Ensure high quality teaching, through CPD for all to improve disabled pupils' access</p> <p>3. Improve self esteem in disabled pupils through the PSHE programme.</p> <p>4. Audit extra-curricular activities to ensure participation of disabled pupils.</p>	SENCO and H.T.			<p>Programmes of support. Staff lists.</p> <p>Disabled pupils with full access to the curriculum, working with independence when appropriate and interacting fully with peers.</p> <p>Disabled pupils with full access to the curriculum.</p> <p>Analysis of clubs</p>
ii. physical improvements to increase access to education and associated services	<p>1. Development of a Nurture and Sensory Room with better access for disabled pupils.</p> <p>2. Creation of a room dedicated to Special needs.</p> <p>3. Meeting Room for Senco/FCM</p>		<p>October 2016</p> <p>September 2016</p> <p>June 2016</p>	<p>March 2017</p> <p>October 2016</p> <p>September 2016</p>	<p>New Nurture Room and Sensory Room fully accessible by all pupils.</p> <p>New room used extensively to support small group work.</p> <p>Private space for parents meetings and consultations with outside agencies.</p>
iii. improvements in the provision	<p>1. Consult with parents when</p>				Parents/carers/

<p>of information in a range of formats for disabled pupils</p>	<p>necessary to provide information in the appropriate format.</p> <p>2. Seek advice from outside agencies when necessary in providing, for example, visual timetables for pupils.</p> <p>3. Introduce 'Schoolcomms' as a more efficient method of communication with parents. (text alerts and email)</p>				<p>pupils able to access fully information.</p>
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