

Accessibility Plan



for

Cranmore Infant School

Approved by:	Full Board of the Governing Body	Date: 23 rd January, 2018
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Last reviewed on:	December 2014
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Introduction

At Cranmore, we strive to ensure all our pupils, staff and visitors feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

The Disability Discrimination Act (DDA) 1995 (amended by the Special Needs and Disability Act 2001) was replaced by The Equality Act 2010. The Equality Act places a legal requirement on all schools to increase accessibility for disabled pupils. Since September 2002, the Governing Body has had three key duties towards disabled pupils:

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

The Equality Act 2010 defines a disabled person as someone who has a mental or physical impairment that has a substantial long-term adverse effect on the person's ability to carry out normal day-to-day activities.

It is helpful to understand what mental and physical impairments are included. Guidance on the Equality Act 2010 states that:

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME)/chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour;
- produced by injury to the body or brain.

Office for Disability Issues, August 2010

The Act also states that a person who has cancer, HIV infection or multiple sclerosis (MS) is a disabled person. This means that the person is protected by the Act effectively from the point of diagnosis.

Vision & Values

At Cranmore we aim to treat all members of the school community equally, regardless of age, sex, race, colour, nationality, ethnic or national origin, disability, marital status or religious belief.

We are committed to providing a broad, balanced and flexible curriculum which meets the needs of all pupils, and embrace the three principles essential to developing an inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils

Cranmore is committed to promoting equality of opportunity to all its stakeholders.

Children:

The curriculum is planned carefully and differentiated to meet the needs of all children in order to enable them to achieve to the best of their ability. The school offers a wide range of activities to support and enrich the curriculum both in and out of school hours, and all children are given the opportunity to be involved. Staff are committed to making any necessary adjustments to ensure every child is able to participate in all extra-curricular activities, including residential trips.

Parents:

All parents are welcomed into the school at anytime to support both children and staff. This could be as a parent helper in the classroom or as part of the Parent Partnership or Inclusion Teams. Parents are also invited to be part of the schools active PTA. Regular meetings for parents are held throughout the school year including Curriculum meetings and individual Parent Consultation appointments to discuss their child's progress. We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation through regular formal and informal meetings.

Staff:

The school follows strict recruitment procedures when appointing staff and takes its equality responsibilities extremely seriously. All staff are committed to their own continuing professional development, and the Senior Leadership Team work hard to ensure all staff benefit from a range of CPD activities – both in and out of school in order to support the staff in becoming the best they possibly can. Staff also work with a range of external professionals include SISS, Occupational Therapists, Speech & Language Therapists and Physiotherapists. This ensures staff are fully equipped with the knowledge, skills and understanding needed to meet the needs of all children.

Governors:

Governors are appointed following guidelines from Governor Services. Once appointed, they have the opportunity to be involved in all aspects of school life, including attending a range of courses.

Visitors:

The school welcomes a range of visitors into school, both during the school day and out of hours as part of private lettings. The school has wheelchair access, enabling our wheelchair users to enter the building through the main and side entrances.

We fully subscribe to the vision developed by the multi-agency conference on Inclusion held in 2002.

We believe that inclusive education is the right of every child and that an inclusive environment is one that promotes a child's sense of belonging and makes education an enjoyable and fulfilling experience, socially, emotionally and academically.

The conference included representatives from across the borough of Solihull including the Parent Partnership Team, and groups worked hard to articulate what an inclusion policy statement would look like at both Local Authority and school level.

Purpose and Direction of the School's Accessibility Plan

The school's Accessibility Action Plan aims to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

Information and Data

Information about the needs of disabled people are gathered through:

- ✓ Pupil admission information
- ✓ Parental questionnaire
- ✓ SIMS data
- ✓ SEN reviews/statements
- ✓ Recruitment process
- ✓ Discussion with relevant medical professionals and other outside support agencies
- ✓ Lesson Observations

Achievements of disabled people are gathered through:

- ✓ Termly Data Analysis (attainment and progress made)
- ✓ Records of achievement
- ✓ Celebration assemblies, certificates, letters home, etc.
- ✓ Lesson Observations

Information and data is gathered as part of the school's on-going self-evaluation process and Assessment for Learning Strategies and is used to inform future plans and schemes.

Current data, November 2017 can be found in appendix (ii).

Views of those consulted during the development of the plan:

To ensure Cranmore is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we have consulted those who have an understanding of different disabilities and the barriers they present. Those consulted in the development of our Accessibility Plan include:

- ✓ Pupils with and without a disability
- ✓ Parent Council
- ✓ Staff
- ✓ Governors
- ✓ External Professionals - Occupational Therapists

Our consultation included questions about barriers to learning and full involvement in school life. We discussed:

- ✓ Movement around the building and grounds easily and confidently
- ✓ Having equal opportunity to access lessons and other activities
- ✓ How we could improve communication between home and school
- ✓ How we could raise awareness of the scheme and the issues addressed so that all members of the school community could be more proactive in including disabled people in every aspect of school life

The main priorities in the school's plan:

An audit of current provision was carried out in November 2017. This involved staff, School Council, Parent Council and Governors. A copy of the audit can be found in appendix (ii).

Areas for further development were identified and have been used to develop the action plan. The main priorities are as follows:

Collecting Views

- ✓ To continue to consult and gather the views of stakeholders about our provision on an annual basis

Curriculum Access:

- ✓ To continue to monitor the extent to which disabled pupils, young people and adults can participate in the school curriculum

Physical Environment

- ✓ To continue to monitor the physical environment of the school to increase the extent to which disabled pupils, young people and adults (including staff) can take advantage of education and wider life of school including trips and clubs

Access to Information

- ✓ To continue to improve the accessibility of written information to disabled pupils, young people and adults

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) curriculum access - learning and teaching:

We will:

- ✓ continue to review and monitor data on a termly basis to ensure disabled pupils make progress in line with their abilities. Outcomes to be shared in termly Tracking and Target-Setting Meetings with staff.
- ✓ continue to provide intervention groups and additional support (small group or 1:1) for identified children following termly analysis of data
- ✓ continue to set individual targets and IEPs to ensure teaching is matched explicitly to learning
- ✓ continue to monitor targets regularly and share progress towards them with parents on a termly basis

- ✓ continue to use Cornerstones, including EYFS Profile and ASP to track and analyse the achievement of all our pupils
- ✓ carry out an audit of staff training needs around disability equality issues
- ✓ continue to audit resources on an annual basis to support participation in all areas of the curriculum, prioritising equipment for purchase in the future, and provide staff with training for specific resources eg sloping desks
- ✓ continue to develop access to other aspects of school life, including
 - Lunchtimes – Year 2 play leaders and buddies and Play worker
 - After-School Clubs
 - Residential Trips – continue to liaise with staff at the destination to ensure the experiences are matched appropriately to each child's needs
- ✓ continue to review school policies to check they do not unintentionally discriminate against disabled children, staff or parents.
- ✓ increase awareness of disability equality through Collective Worship

(b) physical access - the building and grounds:

We will:

- ✓ continue to audit the physical environment of the school on an annual basis, involving appropriate stakeholders.
- ✓ continue to ensure that all adjustments to current buildings comply with current legislation and British Standards
- ✓ ensure all toilets have at least one sink with lever taps across all year groups
- ✓ continue to complete risk assessments of individual needs and make adaptations as appropriate

(c) Access to information - communication methods

We will continue to:

- ✓ use interactive whiteboards
- ✓ enable children to use a range of ICT resources to support their needs
- ✓ use individual visual timetables for some pupils
- ✓ use signing and makaton for some pupils
- ✓ send weekly newsletters to parents
- ✓ put diary dates and news pages on the school website
- ✓ have informal discussions with parents
- ✓ ensure that most information is available electronically and can be converted to other appropriate formats if required

The effectiveness of these adjustments will be monitored regularly and the opinions of our Parent Council and disabled stakeholders canvassed. Feedback will come from:

- ✓ Pupil interviews
- ✓ School Council
- ✓ Parental questionnaires
- ✓ Staff opinions (teaching and non-teaching)
- ✓ Governors
- ✓ Other visitors and users of the school
- ✓ Outside Agencies

Co-ordination and Review

The Accessibility Plan links explicitly to the following policies:

- ✓ Inclusion Policy
- ✓ Positive Behaviour and Attitudes Policy
- ✓ School Trips Policy
- ✓ Health & safety Policy
- ✓ Administering Medicines in School Policy
- ✓ Intimate Care Policy

This action plan will be reviewed annually to check that actions are taking place and that the needs of disabled people including any new children are being fully addressed.

The disability register will be updated as and when necessary.

Getting Hold of the School's Accessibility Plan

The scheme will be available on the school website and hard copies produced on request at the school office. The plan can also be provided in different formats on request.

Rebecca Ward
December 2017

Current Data

There are currently 235 children on roll at Cranmore. In November 2017, our data shows the following:

	No SEN (code N)	SEN Support (code K)	EHC Plan (Code E)	Total
% of children	92.34%	7.23%	0.43%	100%

	Moderate Learning Difficulty	Speech, Language & Communication Difficulties	Autistic Spectrum Disorder	Physical Disability	Social, Emotional & Mental Health
% of children	1.70%	2.98%	0.85%	0.42%	1.70%

A. Curriculum Access

Statement	√/x	Evidence	Action Required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	√	A range of training opportunities are planned to meet the needs of children at Cranmore	Ongoing training as appropriate to meet the needs of our children
Classrooms are optimally organised for disabled pupils	√	Quiet areas and work stations are in place for identified children	
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	√	Feedback from lesson observations And monitoring of planning	
All pupils are encouraged to take part in music, drama, and physical activities	√		
Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	√		
All staff plan for additional time required by some disabled pupils to use equipment	√		
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport	√		
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils	√	Apps available on I-Pads	
School visits, including foreign visits, are accessible to all pupils, regardless of attainment or impairment	√	Every child has the opportunity to attend all trips Risk Assessments completed	
All staff have high expectations for all pupils	√	Feedback from lesson observations Performance Management	
All staff strive to remove barriers to learning and participation	√	Cranmore is a very inclusive school; this is recognised by a range of external professionals	
Motor breaks, sensory toolkits and weighted resources are used throughout the school for pupils experiencing 'sensory overload hyposensitivity or hypersensitivity	√	Breaks are planned into the day at appropriate times	

Pupils are invited to share their experiences and views on the impact of their environment on their learning through age appropriate audits and evaluations	√	Pupil comments are included on IEPs	
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B. Physical Access

Statement	√/x	Evidence	Action Required
The layout of areas allows access for all pupils, such as Academic areas: eg, classrooms, hall, library Sporting Areas: eg, gym, outdoor sporting facilities Social areas: eg, dining hall, reception, common room Play areas: eg, playground, wet play area	√	Learning environments are flexible to meet the children's needs	
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps	√	The school is DDA compliant with ramps into most door ways	
Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed. Showers are available and accessible.	√	Medical room with bed, toilet and sink Shower is accessible in Nursery	
Pathways around school are safe and well signed. Parking arrangements are logical and safe	√	Disabled parking space is available	
Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory	√		
Tactile signs, including lifts with tactile buttons help disabled learners to use the building.	N/A	This would be addressed as appropriate	
Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy	√		
All areas are well lit	√		
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	N/A	This would be addressed as appropriate	
Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc	√	Adjustable tables are available in EYFS – these could be moved as appropriate	

C. Access to Information

Statement	√/x	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.	√		
All written communication follows an agreed house style using an appropriate font and size, Arial/Comic 12 or larger on cream paper	√	Arial 12 is used on most correspondence	
The school liaises with LEA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	√	As and when appropriate	
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/PowerPoint presentations etc	√		

Action Plan, 2017-2019

	Activity	Responsible	Timescale	Outcome
<i>Curriculum Access</i>	Continue to reinforce the importance of Quality First Teaching and National Curriculum Inclusion Statement.	Head teacher	On-going	All children will benefit from Quality First Teaching sessions
	Continue to share good practice relating to disability issues and data, as part of termly data analysis.	Head teacher SLT	Termly – in line with data analysis	All staff will have a thorough understanding of the progress of their disabled learners and what strategies and adaptations they need to put into place to ensure these learners make good progress
	Continue to monitor planning (medium-term, short term and individual lesson plans) to ensure explicit differentiation and 'reasonable adjustments' made	All staff	Termly – in line with monitoring and for individual observations	Planning will be clearly differentiated to meet the needs of all learners
	Review of resources and ICT provision with consideration to suitability and development of pupils on DR	All staff	To meet the needs of the children	There will be a range of APPS as appropriate on the I-pads to meet the needs of all learners
	Continue to raise awareness of the needs of children with ASD through AET standards (see AET Action Plan)	DB, HW and LF	On-going	All staff will have a thorough understanding of how they can effectively support children with ASD
<i>Physical Access</i>	On-going premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school	Governors and HT	On-going	
<i>Access to Information</i>	Keep staff updated in terms of information sharing, training and collection of their views	HT and DB	On-going as appropriate	
	Discussion with parents and pupils at Parent's Evenings, IEP reviews, etc.	All staff	Termly consultation appointments and PLP Review Meetings	

Cranmore Infant & Nursery

Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence. From January 2008 this will be part of our job application data.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	

Cranmore Infant School

Disability Register

Use SEND register, medical information from SIMS and feedback from parents/staff.

Name	Class	Disability	SEN Status

'Reasonable adjustments' and specific plans:

Name	Reasonable adjustments/specific plans made	Impairment	Status

Cranmore Infant School

Dear Parents/carers

Re: Accessibility

Cranmore Infant School is keen to make sure that we do not make it difficult for any child, young person or adult to be involved in every part of school life.

At the moment governors, parents, staff and children are working on the Accessibility Action Plan and we need the views of our parents and children.

Some children are already entered on our school records as suffering from allergy, medical condition or have a specific learning difficulty, but we are eager to gather the views of all our stakeholders.

We would be grateful if you could talk to your child about the effect any allergies, medical conditions or learning difficulties may or may not have on his/her schooling and complete the attached questionnaire.

The questionnaires should be returned to the school office by 24th November.

As always your support is much appreciated.

Best wishes

Yours sincerely

Rebecca Ward
Head teacher

Cranmore Infant & Nursery School

Child's Name: *Class:*

Identified condition:

Does your child's condition affect them at school? YES/NO If Yes please provide details	
What does the school do to support your child with their condition?	
What else could the school do to improve the support your child receives?	
Please provide any additional information you feel may be useful	

Thank-you for your time.