

## **Cromwell Academy Accessibility Plan 2016-2018**

### **Introduction**

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.’

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long term’ means ‘has lasted or is likely to last more than 12 months.’

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Our planning addresses the following areas:

**Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors

**Support services** – access to services within and external to the school to support families where a disability is identified

**Awareness** – building awareness of staff through training and development and heightening children’s awareness of issues related to disability

**Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

**School curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.

## PHYSICAL FACILITIES

### Process for identifying barriers:

- FPP Committee action planning following monthly Health and Safety Walks
- Feedback from users of the school through Site Officer – school staff liaise with the Site Officer when support needed
- Transition Reviews for new pupils using a consistent format when required
- Individual Education Plan Reviews and Annual Reviews for pupils with special educational needs and disabilities
- Relevant & Up to date Risk Assessments regularly carried out (annually unless reasonably needed at additional times)

### Summary of progress to date :

- Disabled parking space in school car park
- All doorways wide enough to accommodate wheelchair/pushchair access
- All exits have threshold slopes to support exiting cloakrooms and classrooms more easily
- Mobile Classroom has ramp to accommodate wheelchair/pushchair access
- School Corridors are wide and have been emptied of cupboards, chairs/tables for safety
- School Office hatch and counter lowered for greater access
- School has two disabled toilets
- All safety signs are at reasonable level for appropriate audience

### Objectives for improvement 2016-2018:

- To look at Year 1/2 doorways where threshold slope has dropped – to be checked
- Should a wheelchair user attend our school reasonable steps will be taken to make access to toilets from Kids Club practical

### Monitoring of plans

This plan will be monitored by the FPP Committee - Governors

## SUPPORT SERVICES

### Process for identifying barriers:

- Outcomes of Annual Reviews and IEP reviews
- Advice from external agencies
- Requests and identified needs of pupils and parents/carers through discussion, observation, feedback.
- Keeping up to date with local, county and national providers for support, e.g. Local parent/carer support groups or services
- Governor visits
- Risk Assessments
- Outcomes of Transition reviews for new pupils when required
- One Page Profiles

### Summary of progress to date :

- Making full use of multi-agency meetings
- Common Assessment Framework being applied and school acting as lead agency on some 'Team around the child'/'Team around the Family' meetings
- Family Liaison and Inclusion Officer in situ to support vulnerable families and signpost parents/carers to support groups or services as applicable
- Key members of staff identified as link person for 'hard to reach' parents/carers or families responding to their needs and vulnerabilities
- Educational Psychologist and Specialist Teaching Team have joint planning sessions with SENDCo to plan for needs of pupils
- SENDCo attends local SENDCo Network Meetings to be up to date with latest information
- Making referrals to School Doctor, Hearing Impairment, Visual Impairment and Occupational Therapy departments
- Speech and Language Therapists visit to support pupils

### Objectives for improvement 2016-2018:

- To continue to implement requirements of New Code of Practice 0 -25 for SEND
- Teachers to continue to be more familiar with these requirements and logging initial concerns – forms in place and being used
- Teachers to continue to take responsibility for writing their IEPs, reviewing IEPs and liaising with parents/carers to keep them fully informed
- Maintaining links with all outside agencies – when necessary

### Monitoring of plans

This plan will be monitored by the Governor responsible for SEND, by the school's leadership team and by the Curriculum and Achievement Committee of the governing body.

## AWARENESS

### **Process for identifying barriers:**

- Observations of learning, pupil comments
- Feedback from pupils, parents/carers, staff and visitors
- Curriculum and provision review
- Feedback from external agencies
- Governor visits
- Coffee Mornings, Come & See sessions, Parent/Carer lunches, face to face

### **Summary of progress to date :**

- School has a very broad range of pupils with SEND which has widened pupils' experience and increased understanding and tolerance
- Regular TA Meetings where pupil information is shared
- One Page Profiles
- Medical Plans for Children and Staff – master copies with Headteacher/Family Inclusion officer
- Relevant staff trained to support children with specific medical and other needs
- Class snapshot books in place

### **Objectives for improvement 2016-2018:**

- Continue to challenge stereotyping through curriculum opportunities
- To ensure all staff have up to date and relevant information on all children at all times
- To extend One Page Profiles to Kids Club
- To provide parent/carer workshops on different areas of SEND to raise awareness
- To forge links with the local Community
- To organise an awareness week around SEND

### **Monitoring of plans**

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## COMMUNICATION

### **Process for identifying barriers:**

- Feedback from pupils through school council
- Feedback from parents/carers through meetings, coffee mornings, email, questionnaires, surveys and face to face
- Feedback from external agencies
- Outcomes of Annual Reviews and IEP reviews
- Access to The Family Liaison and Inclusion Officer at school
- Access to SENDCo at school
- Through positive relationships with social care and other agencies working with families

### **Summary of progress to date :**

- School twitter accounts established and this has increased communication
- School website updated with facility to translate information into other languages
- Use of Parentmail has increased parent/carer awareness
- Each class has pages on the website to allow communication of pictures and information;
- Parents/carers evenings
- Come and See sessions half termly
- Parent/carer Workshops
- Regular coffee mornings
- Home school link books – Year 6 to use a planner to aid transition into secondary school.

### **Objectives for improvement 2016-2018:**

- To continue to develop ways to communicate with parents/carers for whom reading/ writing may be a barrier
- To use parent voice through questionnaires to review changes if needed.
- To continue to adapt to modern forms of communication
- To set up and continue Parent Forum as a form of communication

**Monitoring of plans**

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## CURRICULUM

### **Process for identifying barriers:**

- Monitoring of class teaching and learning, TA support and impact on progress
- Annual Reviews and IEP Reviews
- Pupil Progress Meetings
- Feedback and input from parents/carers and external agencies
- Governor visits
- Pupil voice
- Provision mapping analysis
- Monitoring interventions

### **Summary of progress to date :**

- Child led Cromwell Curriculum created, followed and updated termly
- A range of equipment purchased to support access, e.g. writing slopes, pencil grips, move'n' sit cushions, weighted blankets and jackets, height appropriate equipment, talking clips, fiddle toys, chewy toys, timers
- A range of support accessed e.g. Fizzy (motor skills development), Sensory Circuits, sensory diets, The Listening Programme, Rapid Read, Rapid Write and Rapid Maths
- Teachers liaising with outside agencies for particular pupils
- Sensory Room accessed by pupils
- Intervention room accessed by pupils
- Range of after school and lunch time clubs open to pupils from various year groups
- Use of visual timetables in all classes and individual timetables and schedules with some children
- Use of visual support within classrooms
- TA training – Sensory, mind mapping, Blank levels of questioning, SEN Friendly Classrooms
- Half termly SEND Learning Walks and advice given
- Regular SEND Observations – Actions and advice given
- Laptops , iPads, Mini Ipads and Kindles accessible to pupils
- Provision mapping in place and intervention timetable up and running



**Objectives for improvement 2016-2018:**

- To embed assessment system using New Curriculum Objectives
- To ensure that parents/carers understand the new system for assessing their children.
- To ensure a robust and rigorous system for intervention is in place and that impact is shown half termly.
- To ensure that learning is challenging for pupils and teachers using evidence from questioning and monitoring to reshape learning tasks.
- To ensure that learning is scaffolded so that all children can access the curriculum and become more independent.
- To review the 'Dedicated improvement and Response Time' and continue to develop peer assessment linked to success criteria.
- To continue to narrow attainment gaps for disadvantaged pupils through high quality teaching.
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