

Cromwell Academy Accessibility Plan 2015-2018

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
- Transition Reviews for new pupils
- Individual Education Plan Reviews and Annual Reviews for pupils with special educational needs and disabilities
- Risk Assessments

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
- Reception hatch and counter lowered for greater
- School has 2 disabled toilets
- All safety signs are at eye level

Objectives for improvement 2015-2018:

- To review the school's fire alarm system to broaden the alert systems for pupils with injuries and who have limited mobility
- To install an emergency pull cord in disabled toilet 1
- To review barrier entry system for those who are disabled and unable to use the buzzer – put contact phone number at entrance by barrier
- To look at Year 1/2 doorways where threshold slope has dropped
- To review access to outdoor areas such as the Wildlife Haven

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 through discussion, observation, feedback.
- Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services
- Governor visits
- Risk Assessments
- Outcomes of Transition reviews for new pupils
- 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 to support groups or services as applicable
- Key members of staff identified as link person for 'hard to reach' parents or families responding to their needs and vulnerabilities
- Educational Psychologist and Specialist Teaching Team have joint planning sessions with SENCO to plan for needs of pupils
- SENCO attends local SENCO Network Meetings to be up to date with latest information
- Making referrals to School Doctor, HI, VI and OT departments
- Speech and Language Therapists visit to support pupils

Objectives for improvement 2015-2018:

- To continue to implement requirements of New Code of Practice 0 -25 for SEND
- Teachers becoming more familiar with these requirements and logging initial concerns
- Teachers to continue to take responsibility for writing their IEPs, reviewing IEPs and liaising with parents to keep them fully informed
- Maintaining links with all outside agencies

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, staff and visitors
- Curriculum and provision review
- Feedback from external agencies
- Governor visits
- Coffee Mornings

Summary of progress to date :

- School has a very broad range of pupils with disability and SEND in school has widened pupils' experience and increased understanding
- TA Meetings where pupil passports are shared
- One Page Profiles
- Medical Plans for Children and Staff
- Relevant staff trained to support children with specific medical needs
- Class snapshot books in place

Objectives for improvement 2015-2018:

- 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 Pre-School
- To include SEND Section of fortnightly Newsletter to raise awareness
- To provide parent workshops on different areas of SEND to raise awareness
- To forge links with the local Community – specifically The Woodlands Lodge
- To organise an awareness week in March to link with autism awareness week.

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COMMUNICATION

Process for identifying barriers:

- Feedback from pupils through school council
- Feedback from parents through meetings, coffee mornings, email, questionnaires.
- Feedback from external agencies
- Outcomes of Annual Reviews and IEP reviews
- Transition meetings with newly arrived families and children
- Access to The Family Liaison and Inclusion Officer at school
- Access to SENDCo at school

Summary of progress to date :

- School Facebook and school twitter accounts established and this has increased communication
- School website updated with facility to translate information into other languages
- Use of Parent mail has increased parent awareness
- Each class has pages on the website to allow communication of pictures and information;
- Class Blogs
- Parents evenings termly
- Come and See sessions termly
- Special Needs Parents evenings termly – IEP Reviews
- School Newsletter – fortnightly
- Parent Workshops
- Regular coffee mornings
- Basic english and Maths lessons provided for ESOL Families
- Home school link books – Year 6 to use a planner to aid transition into secondary school.

Objectives for improvement 2015-2018:

- To continue to develop ways to communicate with parents for whom reading/ writing may be a barrier
- To use parent voice through questionnaires to review Home Learning Policy and make changes if needed.
- To continue to adapt to modern forms of communication

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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 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
- New Sensory Room opened and accessed by pupils
- New intervention room opened and accessed by pupils
- Range of after school 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, ICWs, Blank levels of questioning, SEN Friendly Classrooms
- Termly SEND Learning Walks and advice given
- SEND Observations – Autumn 2015 – 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 2015-2018:

- To introduce and start using an assessment system using New Curriculum Objectives rather than levels.
- To ensure that parents 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 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 embed the 'Dedicated improvement and Response Time' and develop peer assessment linked to success criteria.
- To review homework policy so it has demonstrable impact on pupils' learning and is accessible for all.
- To continue to narrow attainment gaps for disadvantaged pupils through high quality teaching.
- To continue to provide planned opportunities to practise key skills and apply learning across the curriculum.

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