

CROMWELL ACADEMY
SPECIAL EDUCATIONAL NEED AND DISABILITY ACT (SENDA)
3 YEAR ACCESSIBILITY PLAN



Contents

1. Introduction
2. Access to the Curriculum
3. Provision of Information
4. Physical environment

Date of plan: March 2019

Review date: March 2022

INTRODUCTION

In accordance with the planning duty in the Disability Discrimination Act, 1995, as amended by the SEN and Disability Act 2001 (SENDA) and Schedule 10 of the Equality Act 2010, the school is required to have a 3 year accessibility plan which addresses:

- How we plan to increase the extent to which disabled pupils (including those with SEN) can participate in the school's curriculum;
- How we can improve the provision of information to disabled pupils (which is already in writing for pupils who are not disabled); and
- How we can improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services of the school.

The Equality Act defines disability as '*A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities.*' This has some overlap with the definition of SEN in the Children and Families Act 2014.

We value the diversity of our school community and appreciate the contribution that pupils with SEND can bring to school life; we therefore seek to remove, where reasonably adjustable, barriers to entry for pupils with SEND.

1. ACCESS TO THE CURRICULUM

Please refer to our Special Educational Needs Policy, SEN Information report, and Teaching and Learning policy for further information.

At Cromwell Academy our values reflect our commitment to a school where there are high expectations of everyone. Our aim is for children to be provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve well and thrive.

Providing all pupils with access to the curriculum is an ongoing and continuous process.

Our plan for the next 3 years is as follows:

	ACTION	TIMESCALE
1.	Provision of appropriate additional support <ul style="list-style-type: none">- Teachers provide differentiated support in the classroom- Support for SEND needs as appropriate via targeted intervention.	Ongoing – in response to individual needs. Ongoing – in response to individual needs.
2.	Provision of support information across the curriculum	

	<ul style="list-style-type: none"> - Use of pen portraits and or support plans (APDR) to share and guide support needs - Maintain the SEND, Support and Monitoring Lists for pupils with disabilities. 	Ongoing – in response to individual needs on monitoring or SEND List. Ongoing.
3.	Liaison with outside agencies according to the needs of individual pupils.	Ongoing – in response to individual needs.
4.	Offer CPD opportunities for school staff working with pupils with SEND or disabilities to raise awareness and support.	Ongoing – in response to individual needs.

These action points represent our aim to continue to enhance our access to the curriculum in accordance with the specific needs of our pupils.

5. PROVISION OF INFORMATION

The improvement of the delivery of information to disabled pupils is, similarly, an ongoing process and in part, in response to specific needs as and when they arise. Our 3 year plan is as follows:

	ACTION	TIMESCALE
1.	Provision of information / work for pupils unable to attend school <ul style="list-style-type: none"> - Send work home via email or collection from school office and online provision that may be available. 	Ongoing – as required.
2.	Increase information available and accessible to parents and public <ul style="list-style-type: none"> - Use of school comms and email to improve home / school communication - Continuous review of information available on school website 	Ongoing. Ongoing.
3.	Use technology to assist in the provision of information as required <ul style="list-style-type: none"> - Increased font size / formatting for communications, as required. - Delivery of information in different ways eg oral via QR codes or interpreting and translating services or text messaging services. 	Ongoing – in response to individual needs and as required.

6. PHYSICAL ENVIRONMENT

At Cromwell Academy we make every attempt we can to make reasonable adjustments for disabled access – this includes both those adjustments which are financially and structurally possible and those adjustments which are of a very short term nature. In planning and development or improvements to our facilities, we also seek to ensure that new developments will include good disabled access.

	ACTION	TIMESCALE
1.	Install ramps and other aids as and when required	Ongoing – as required.
2.	Reconfigure location or classes to accommodate a pupil wheel chair bound.	Ongoing – as required.
3.	Maintain radio hearing loop / support for pupils with hearing impairments - Service purchasable from Local Authority.	Ongoing.
4.	Consider and provide, as far as possible, for disabled access in all new developments on the site.	Ongoing – as and when projects are undertaken.