



Cavendish Church of England Primary School Accessibility Plan 2017-18

Plan agreed:	December 2017
Plan reviewed:	Annually

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) to include education. The school recognises its duty under Part 4 of the DDA and its duty of care under the Equality Act to promote inclusion.

Aims:

At Cavendish we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are dedicated to challenging negative attitudes towards all people, regardless of disability, race and gender orientation on spiritual beliefs. Our Christian values have established a strong, whole school ethos of awareness, reflection, acceptance and inclusion. We will not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Preparing pupils for life in a diverse and modern British society and for their place in the wider world.
- Meeting SMSC needs, whilst teaching British Values
- Giving all children, including the most vulnerable, the tools to keep themselves safe with respect to indoctrination, intimidation and abuse.

In seeking to enhance opportunities for all pupils to develop their academic and social skills whilst addressing their emotional and physical needs the school plan sets out how the school will provide access to education for children with disabilities in three key areas required by the planning duties in the DDA:

- 1. Provide a curriculum that is accessible to all pupils.**
- 2. Provide an environment which is enriching and accessible to everyone.**

3. Provide access to information for all pupils and all parents / carers.

Our purpose:

To inspire our children, staff, parents and carers by providing an enriching and secure educational environment. We are committed to raising attainment and aspirations whilst supporting and celebrating skills, knowledge, achievement and all forms of success.

Developing the whole child:

At Cavendish C of E Primary School we are fully committed to developing the whole child. This means that in addition to ensuring academic and sporting progress, we support the development of a child's responses to the world around them and their interaction with others. A wide range of events and experiences deepens each child's awareness of variety in the world, enables children to strengthen their values and appreciate the viewpoint of others and so become responsible future citizens capable of demonstrating compassion and respect.

We are working within a national framework for educational inclusion provided by:

- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs and Disability Code of Practice: 0 to 25 Years
- The Equality Act 2010

1. Provide a curriculum that is accessible to all pupils.

Cavendish school is committed to providing equality of opportunities and access for all pupils. In context of the curriculum this means opportunities are given to all regardless of their difficulties or disabilities.

Lessons provide opportunities for all to succeed through inclusive, differentiated and when needed adapted plans through the use of a variety of teaching styles and strategies. Teachers ensure they have due regard for the setting of suitable, challenging learning objectives and outcomes. These respond to pupils' needs and aim to overcome potential barriers to learning and assessment for all pupils.

Teachers and Learning Support Assistants (LSAs) attend SEND courses as appropriate to support specific needs. Teachers and LSAs work closely with the Head Teacher/SENCo to address pupils' needs, reviewing; Statement, EHCP and SEN Support targets regularly and liaising with specialist and support services.

All new furniture and equipment are selected as appropriate to support the needs of the learners.

School visits, are made accessible to all children irrespective of difficulties and disabilities.

We have a clear policy on the administration of medicines, with staff trained as required. Children with specific medical needs or allergies have a Health Care Plan in place.

2. Provide an environment which is accessible to everyone.

The school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The school provides and encourages access to those in the community who have physical impairments. The main school building is accessible for wheelchair users through the front entrance. This also provides access to the hall and school offices. The visitor disabled toilet is accessible either through the front entrance or via the playground door. There is a purpose built disabled toilet for children and another toilet is larger to accommodate a wheel chair. There are very few steps around the school. Any areas where there is a step also have an alternative access and exit route nearby. All outside areas: playground, field, forest school and pond area are accessible to all and wheelchair users.

Pathways of travel around the school site and parking arrangements are safe. There are 5 staff parking spaces directly outside the school site. Visitor parking is limited and a short walk from the school. Parking for disabled visitors, who need to be close to the main entrance can be arranged, as the playground gates are large enough for vehicles. All play and outside areas are fenced off from the car park.

Emergency and evacuation procedures are accessible to all. Alarms are auditory and the assembly points are clearly identified throughout the school.

PEEP plans are in place for those with identified needs.

3. Provide access to information for all pupils and all parents / carers.

Communication is a key part of educational provision and liaison with children, parents and carers. The school will make use of local services, including those provided through the LA, to provide information in alternative formats when required or requested. Our aim is to ensure every pupil, parent and carer has access to all relevant curriculum information. In order to achieve this, the following steps are taken:

- Progress checks and information regarding targets are shared twice a year at parent consultations; and thorough end of year written report.
- Teachers and Head teacher/SENCo are available to discuss information.
- The school website contains relevant school information and will be kept-up-to-date.
- Parents and carers can be phoned or emails can be sent.
- The school is pro-active in sharing information verbally for families for whom written English is a challenge.

Provision and access for mental health and emotional well-being.

The school is committed to supporting mental and emotional health ensuring provision within and across the curriculum. We are alert to the benefits of Early Help and are pro-active in seeking specific support for more complex needs. Our approach includes the following:

Emotional wellbeing: We use tools to help identify difficulties, such as the Strengths and Difficulties questionnaire, the Boxall Profile and thrive. Access to CISS (County Inclusion Support Services), Speech and Language support and the school nursing team are provided as well as programmes delivered in school to support pupil's needs.

Physical wellbeing: We use of our grounds to inspire awe and wonder through forest school and outside learning, while also offering wide range of clubs to support physical exercise. These are before and after the school day.

Mental Health: We offer access to therapy support programmes and to external services e.g. CISS, Number 72, Educational Psychologists and Primary Mental Health worker. Signs of Safety (SOS) are used as a means to aid discussions with children and parents.

Targets	Details
Short Term	<ol style="list-style-type: none">1. Detailed Accessibility Plan and action plan for 2-3 Years.2. Further develop depth and respect throughout school to ensure positive promotion of protected characteristics within and across the curriculum.3. One of the doors on the girl's toilets is altered to meet the needs of children with mobility difficulties.4. Ensure that new proposed entrance lobby is DDA compliant.5. Provide staff training for gross and fine motor support materials.6. Buy equipment to support identified individual need-e.g. Chair support.
Medium Term	<ol style="list-style-type: none">1. Seek guidance and advice about accessibility of school hall for wheelchair users.2. To offer parent and carer guidance on supporting emotional health.3. Liaison with external agencies to support curriculum provision.4. Audit access and provision of residential visits.5. Further develop therapeutic, well-being support.6. Visual guides available to support visually impaired.
Long Term	<ol style="list-style-type: none">1. Further develop nurture space for therapeutic and 1-1 support.2. Advice sought prior to redecoration & refurbishment.3. Widen internal entrance to hall to ensure wheel chair compliant.

Plan:

1. Provide a curriculum that is accessible to all pupils.

Our key objective is to reduce and eliminate barriers to the curriculum and learning, to ensure full participation in our school community for children and prospective children, with disabilities.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school providers and parents to review potential intake for Sept 2017.	To identify children who may need additional to or different from standard provision for September 2017 intake. Any identified children will have a home visit from EYFS teacher and/or Head teacher (SENCo) and if appropriate Learning Support assistant.	September 2018 April-Sept 2018	EYFS teacher & HT/SENCo	Procedures/equipment/risk assessment/support plans/training etc will be in place for September 2018.
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with Equality Act 2010 Consideration to: Children and Families Act 2014 Special Educational Needs and Disability Regulations 2014	On-going	HT and School staff	All policies clearly reflect inclusive practice and procedure. All staff aware of the inclusive practice in policies.
To establish effective liaison with parents and carers.	To develop collaboration and sharing between school and families. EYFS runs four 'Rising Reception afternoons in the summer for the new September cohort and family members/carers. Teachers run curriculum workshops for parents and carers At the start of each school day a member of staff greets all pupils and parents/carers at the school entrance and takes messages, answer questions, provide advice and make appointments.	On-going	HT and all school staff	Clear collaborative working approach that engages parents/carers and raises pupil aspirations and outcomes.
To establish close liaison with outside agencies for children with on-going health needs e.g. children with	To have clear lines of communication between school, key personnel and outside agencies. To provide the correct information to outside agencies. To have an ethos of 'asking questions'. To value the work and assistance that outside agencies provide to the pupil		HT/SENCo Outside agencies	All pupils and families are supported appropriately. Clear collaborative working approach.

severe asthma, epilepsy, diabetes or mobility issues.	and the school.			
External agency support is identified and delivered to all pupils in need.	Staff identify pupils and families in need of external support through sound professional relationships and safeguarding procedures. Staff are proactive in managing the Prevent Duty.		HT & DSL	All pupils and families are supported appropriately. Clear collaborative working approach.
Multi-agency assessments actioned for all students at risk.	Staff identify pupils and families in need of external support through sound professional relationships and adhering to all safeguarding procedures. CAF and IYFAP referrals are made when necessary.			All pupils are safe and families are supported appropriately. External support deployed and work with school to ensure the best possible outcomes – academically and pastorally for pupils.
To ensure full access to the curriculum for all children.	<p>Staff deployed accordingly to meet pupils' needs.</p> <p>Curriculum and staffing reviewed annually to take into account needs.</p> <p>Appropriate training given.</p> <p>Specialist Advisory support.</p> <p>Continuous review of Quality First teaching practices in the classroom.</p> <p>Observations.</p> <p>All activities are differentiated to ensure curriculum access with alternatives offered.</p> <p>Trained support staff.</p> <p>Use of interactive ICT equipment.</p> <p>Provision of Specialist Advisory support in school, twice a month for 5 hours.</p> <p>HT/SENCo provides support to class staff to support full access.</p> <p>Specific equipment sourced from occupational therapy/physio/sensory team.</p> <p>Provide alternative opportunities to record understanding, learning and work e.g. Use of ICT, recording/videoing answers and understanding.</p> <p>Teaching staff and Headteacher collaboratively review intervention support and need on a termly basis.</p>		Inclusion team, Outreach, Ed Psych, SALT School Nurse Primary Mental Health worker.	<p>Appropriate number and suitably qualified staff meet the needs of the pupils.</p> <p>Pupils are making expected progress or better.</p> <p>Advice used and strategies evident in classroom practice.</p> <p>Children supported and accessing the curriculum in all subject areas.</p> <p>Children accessing wider activities in school.</p>

<p>Ensure staff are knowledgeable with regard to the needs of pupils and strategies to support them.</p>	<p>Continuing development of CPD programme. Training requirement identified through:</p> <ul style="list-style-type: none"> • Performance Management • Review of data • Needs of pupils • Policies and procedures <p>Training is delivered in house or booked to address needs.</p>	<p>Continuous</p>	<p>HT/SENCo Whole school approach</p>	<p>All staff fully meet the requirements of children with disabilities with regards to accessing the curriculum.</p>
<p>To ensure classrooms and learning areas are optimally designed and organised to promote full participation and independence of all pupils.</p>	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum and all learning activities by providing:</p> <ul style="list-style-type: none"> • Wheelchair access or change of area/place to be accessible. • Seating positions in the classroom to maximise access and support. • Alternative curriculum identified for pupils of need. • Differentiation is in place in every lesson. • Adaptation of resources to meet the needs and support individuals. • Giving alternatives to enable children with disabilities to participate successfully in lessons – answer questions through different methods, record word in different ways, other than writing. • Creating positive images of disability within the school so that children grow into adults who have some understanding of the needs of people with disabilities. • School ethos of celebrating individual achievements and strengths. • That all children can achieve and aspirations must be high for all. 	<p>On-going</p>	<p>Whole school approach</p>	<p>All pupils can access learning at an appropriately challenging level to ensure good progress is made.</p> <p>Variety of learning styles and multi-sensory activities evident in planning and in classrooms.</p> <p>Ensuring that the needs of all children with disabilities, parents and staff are represented in the school.</p>
<p>To review attainment of all children on the SEN register.</p>	<p>Classroom support plans to set specific short term targets. HT/ SENCo and Class teacher meetings. Pupil Progress with HT. Use of whole school assessment systems and systems more suited to a child to demonstrate attainment in other areas. Regular liaison with parents and carers. Curriculum Committee meetings with Headteacher and Governors identify trends and cohort composition.</p>			<p>Progress made towards SEN Support targets. Pupils making expected or accelerated progress. Provision mapping shows clear steps and progress made.</p>
<p>All enriching activities and school visits are accessible to all regardless of</p>	<p>All enrichment activities will be conducted in an inclusive environment and if outside providers are used they will comply with all legislative requirements. All external visits are evaluated to ensure wide opportunities and access to learning activities for all.</p>	<p>On-going</p>	<p>HT/SENCo and Class teacher</p>	<p>Increased access to all school activities for all children with disabilities.</p>

attainment, impairment or disability.	Additional staff support if required. Out of school provision will be accessible for all children. Adaptations and alternatives where necessary will be put into place.			
Training for Governors in Raising Awareness of Disability Issues. To deliver findings to the Governing Body.	Provide Training for Governors. Termly meeting with SEN governor. Premises Governor meetings. SEND Governor report published annually on website.		HT /SENCo Governors Monitor by Chair of Governors	Whole school community aware of issues relating to Access. Governors fully informed about SEND provision and progress.

2. Provide an environment which is accessible to everyone.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continually improve the physical environment of the school.	The school will take account of the needs of children, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes and more accessible facilities and fittings.	On-going	Premises Governor & HT	Enabling needs to be met where possible.
Wheelchair access to all areas of the school.	To provide appropriate sized doors that comply with safety and access regulations, which are still suitable for a Victorian building in a conservation area.		HT. Quotes to be obtained.	Wheelchair users will have unhindered access to all areas of the school.
Ensuring all with a disability are able to be involved.	Access requirements are investigated and adapted if required. Children with disabilities have the appropriate, Health Care Plans, Risk Assessments and Personal Emergency Evacuation Plan. External school events such as Sports Day are adapted to ensure full participation by all pupils. Access to Church services is facilitated through disabled parking and wheelchair ramps.		All staff.	Enabling needs to be met where possible.
To ensure that all medical needs of all children are met fully within the capability of the school.	Health Care Plans are created with consultation of the parents and carers. If required ,external agencies provide addition advice. Training needs are identified and protocols established where needed.	In place. Review of plans annually or when needed.	SENCo/HT School nurse Health care professionals	Needs met within the capability of the school, including external visits. Reviewed Autumn 2017

<p>Ensuring parents with disabilities have every opportunity to be involved.</p>	<p>Wheelchair access into school is via the main entrance doors or through the playground door. Classrooms are all accessible to wheelchairs and disabled toilet facilities for both adults and children are available.</p> <p>Parents are always welcome to bring along signers or interpreters to meetings so key information can be provided. Offer a telephone call or meeting to explain letters home for parents/ carers who need this. Adopt a proactive approach to identifying the access requirements of parents/carers with disabilities.</p>	<p>Immediate effect, constantly reviewed.</p>	<p>HT & all school staff</p>	<p>Disabled parents/carers/family members are not discriminated against & are able and encouraged to take interest and be involved in their child's education. Fire review 2017</p>
<p>Ensure that all children with disabilities can be evacuated in an emergency.</p>	<p>Needs of pupils are reviewed, risk assessments in place. Possible barriers to safe evacuation are identified and alternative procedures are put in place for those that need it. Personal Emergency Evacuation Plan in place for all identified pupils. Fire Officer advice sought and implemented. Monitor plans during whole school fire drills. Additional drills for pupils with disabilities to ensure effectiveness of plans and staff capability. 2 yearly fire audits with Health & Safety Audits to ensure compliance.</p>	<p>In place. Review Peep annually or when needed.</p>	<p>HT & Governors</p>	<p>All children are able to respond to an emergency evacuation safely and expediently.</p>
<p>Continue developing playground and facilities.</p>	<p>Look for funding opportunities. Gain pupil opinions. Pupil activities promote opportunities for physical health and wellbeing.</p>	<p>On-going</p>		<p>All areas are inclusive, child-friendly, safe areas to play, rest, reflect and engage with peers.</p>
<p>To ensure pathways around the school are as safe as possible.</p>	<p>Constant monitoring of all external areas. Maintenance of all areas is dealt with as soon as possible. Communication with parents/carers re safety via letters/email.</p>	<p>On-going</p>	<p>HT & Governors</p>	<p>No accidents occur.</p>

3. Provide access to information for all pupils and all parents / carers.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To ensure all children with disabilities have access to the curriculum.	Regular parent/carers communication. Regular discussions between teachers, LSAs and HT. Liaise with external agencies to gain advice and support e.g. Educational Psychologist, CISS, SALT, Outreach services, OT, School Nurse, and Primary Mental Health Worker. Individualised, multi-sensory teaching strategies and supporting resources are used.	On-going		
To enable improved access to written information for children, parents and visitors.	Raise awareness of font size, page layouts and use of colour paper to support children with visual impairments and reading difficulties. Use of RNIB borrowing library to access and borrow large font and easy read texts. Auditing signage around the school to ensure that it is accessible to all.	In-place On-going Autmn'17		IT supporting learning. Appropriate resources
Review children's records ensuring school's awareness of any disabilities.	Information collected about new children. Records passed up to each class teacher. End of year class meetings. Annual reviews. SEND Support Plans. Medical forms, Health Care Plans and Risk Assessments reviewed and up-dated annually. Significant health problems/difficulties –Health Care Plans in pupil's class, copies & Risk Assessments also in office.	Annually	HT & Outside agencies	Each staff member aware of disabilities and needs of those children in the school <i>All teachers are teachers of SEND.</i>
In school record system to be reviewed and improved where necessary. (Records on SIMS/protected)	Record keeping systems to be regularly reviewed for safeguarding and maximising efficient systems. Adjustments as required to ensure GDPR compliant.	Continual review and improvement	SLT Office	Effective communication of information about disabilities throughout school.