

Dorset County Council  
CHILDREN'S SERVICES



## LEARNING & INCLUSION GUIDANCE

# Accessibility Plan

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**Cranborne Middle School**

# **Accessibility Plan**

## 1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Cranborne Middle School

## 2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy and related SEN information report; policy for Supporting pupils at school with medical conditions; and our Equality Information and Equality Objectives.*

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

## 3. Our vision and aims

Cranborne Middle School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

## 4. Current good practice

### Identification

Cranborne Middle School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

- Health Care Plans are written and regularly updated using information received from parents/carers and /or professional involved in the pupil's health care.
- More detailed risk assessments are compiled for pupils with more complex health conditions.
- Information is shared to all relevant members of staff to ensure knowledge and understanding of pupils health needs, protocols and procedures.

### Curriculum

Cranborne Middle School has improved access to the curriculum for disabled pupils through the following means:

- Using multimedia activities and interactive ICT equipment (interactive whiteboards, interactive TV screens and Chromebooks) to support specific curriculum areas, e.g. numeracy and literacy;
- Providing teaching assistants with Fire tablets for personalised work with a pupil;
- Providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- Offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of [ASD] [Epilepsy] [Attachment disorder] [SpLD] on learning;
- Organising classrooms so that they promote the participation and independence of all pupils;
- Staff INSET training regarding sensory impairments and the school environment.

### Physical Environment

Cranborne Middle School has already improved the physical environment of the school to increase access for disabled pupils by:

- Providing flat or ramped access to all school entrances;
- Installing a wheelchair accessible lift to the upper floor(s);
- Dedicating parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- Providing an accessible toilet with shower and changing facilities;
- Adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision;
- Ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- Removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- Applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- Providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;

- Ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible;
- Applying felt pads to the bottoms of chairs in specific rooms in order to reduce the amount of noise experienced by those using hearing aids or radio transmitters.

### Information

Cranborne Middle School already makes written information more accessible to disabled pupils through:

- Adhering to guidelines from specialists (such as the hearing and vision support services) regarding the presentation of all written information, paying attention to layout and colour;
- Using social stories, comic strip conversations and picture symbols to explain school rules for pupils who benefit from this.
- Teaching key pupils how to use the in-built apps on the Chromebook in order to allow them to access material more easily and independently.

## 5. Implementation

Our Accessibility Plan shows how access to Cranborne Middle School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to participate fully in school life.

In doing this, we have thought about:

- How to ensure disabled pupils are as prepared for life as their non-disabled peers;
- How we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- How we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- Adding specialist facilities to our school as necessary and improving the physical environment;
- How we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, carers, staff and governors of the school. It will advise other school planning documents.

Cranborne Middle School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the site surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Cranborne Middle School's Accessibility Plan will be implemented by Mr Richard Stevens. Sufficient resources will be allocated by Cranborne Middle School to implement this Accessibility Plan.

## **6. Monitoring**

The Cranborne Middle School Accessibility Plan covers a three-year period but will be reviewed regularly and updated if needed. It will be monitored through the Governor Health, Safety and Community Committee.

The governing body will monitor Cranborne Middle School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Cranborne Middle School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Cranborne Middle School complaints procedure covers the Accessibility Plan.

Approved \_\_\_\_\_

DATE \_\_\_\_\_

Review date \_\_\_\_\_

## **Cranborne Middle School** **ACCESSIBILITY PLAN**

### Improving access to the curriculum

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible?</b>	<b>When will this be done?</b>	<b>How can we tell if this is successful?</b>
To develop a CPD programme to ensure that staff are equipped with knowledge and strategies to facilitate teaching and learning at an inclusive level for the variety of pupils needs.	<p>Staff training requirements identified through performance management &amp; pupils with specific needs.</p> <p>SENDCo, SLT, HoY, guest speakers &amp; appropriate professionals to lead inset.</p> <p>All teachers to fully understand children's needs (including dyslexia, ASD, insecure attachment, trauma, hearing impairment, sensory and anxiety difficulties, visual impairment, epilepsy, diabetes and emotional and social wellbeing) with regards to accessing the curriculum.</p>	<p>SLT</p> <p>All staff, including support staff</p> <p>SENDCo</p>	September – December 2021 + regular updates following graduated approach to pupils' needs.	<p>Increased access to an appropriate curriculum for all pupils.</p> <p>Informed professional response to pupil learning and development needs.</p> <p>Positive impact of teaching and learning on all pupils' achievements and progress.</p>
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	<p>Review all out-of-school provision to ensure compliance with legislation. Risk assessments followed.</p> <p>Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements.</p>	<p>SLT</p> <p>Heads of Year</p> <p>SENDCo</p> <p>Activity centre/ trip visit team</p>	Ongoing	<p>Improved access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils.</p> <p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p>

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible?</b>	<b>When will this be done?</b>	<b>How can we tell if this is successful?</b>
To ensure classrooms are optimally organised to promote the participation and independence of all pupils in a variety of learning activities.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.  To ensure that children with hearing impairment are timetabled to be predominantly in acoustically-friendly classrooms.	Head of teaching and learning  SENDCo  Subject Leaders	Ongoing	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.  More time available for pupils to participate in curriculum activities.  Efficient transitions.
To raise governors' awareness of the variety of learning needs and differences within the school.	Provide training for governors.  Learning walks and classroom observations  Book looks.	SENDCo  Governors  SLT	2021-2022 and on going.	Whole school community aware of issues relating to access.  Society will benefit by a more inclusive school and social environment.
To deploy teaching assistants effectively to support pupils' participation and independence.	Review needs of all pupils within each class and provide staff support and intervention accordingly.  Ensure staff skills are matched to pupil needs.	SENDCo  TAs  Teaching Staff	2021-2022 and on going	Pupils' needs are appropriately met through effective deployment of skilled support staff.  All pupils are supported and encouraged to achieve their full potential along with being encouraged to become independent learners.
For parents/carers to be involved in understanding the learning needs of their child.	Parent/carer communication via email, face to face and meetings established to ensure parents/carers understand	SENDCo  Teaching Staff  Parents/Carers	2021-2022 and on going	Parents/carers are aware of issues relating to access and how these issues are managed within the schools' procedures and policies.



What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
	the school environment and how their child is planned for.			Parents/carers are supportive and encourage their child to fulfil their potential and to become as independent as possible.
To ensure effective interventions for pupils who require support in order to maximise beyond their potential (SEND, pupil premium, high performers)	TA training and development. Continuous review of pupils' needs in order to provide well planned interventions throughout the year.	SLT SENDCo Teaching staff Teaching assistants	2021-2022 and ongoing	Pupils involved in relevant interventions to suit their specific needs. Pupils meet their target/desire outcomes or go beyond their targets/desired outcomes. Intervention evidence provides a picture of the pupils' progress and attainment.

## **Cranborne Middle School**

### **ACCESSIBILITY PLAN**

**Commented [RT1]:** This is for Bob to look at and do with Rich?

#### **Physical Environment Access**

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible?</b>	<b>When will this be done?</b>	<b>Cost (est.) £</b>	<b>How can we tell if this is successful?</b>
Repair any deteriorating footpaths and edge	Remedial work on underlying weed movement.	Site manager  Office team	Summer 2021	Tbc	Footpaths stabilised and safer.
Front steps and weather shelter	Remedial work on the steps	Site manager  Office team	Summer 2016		New handrails fitted Weather shelter in place
Car park area	Entire car park, including vehicle and pedestrian access points considered for major improvements	Site manager  Office Team	2016-2017		Improved access and safety for all including wheelchair bound and large vehicles

## Cranborne Middle School

### ACCESSIBILITY PLAN

#### Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
To ensure that in a variety of contexts (e.g. lessons, assemblies, meetings) information is presented in a user-friendly way with clear concise language using the available technology and appropriate support materials	IWB, ITVS, Chromebooks used in classrooms. All staff read aloud Powerpoint/SMART presentations used at parents meetings etc. Web site regularly updated etc.  Personalised communication and learning aids utilised and planned for within lessons/meetings.	SLT  Office Staff  ICT Technician  Parents/carers  Pupils	September 2021 and ongoing	All information made available and accessible to all.  Delivery of school information to all stakeholders improved.
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g. positioning when talking to a hearing impaired learner/parent, supporting illiterate parents etc.	Review stakeholders' needs. Provide technology/CPD training.	Head of ICT  SLT  SENDCo	Ongoing	Heightened awareness of individual's needs.  School is more effective in meeting the needs of all pupils and stakeholders.
To make available school brochures, school newsletters, other social media platforms along with Parentmail, and other information, for all parents.	Parentmail utilised to its potential.  Review current school publications and respond to requests in alternative formats for those that require it.	Office Staff  ICT Technician  SENDCo  Parents/carers  Pupils  SLT	September 2021-2022 and ongoing	All school information available in hard copy, through Parentmail and via the new school website.  Effective communication of school information to parents/carers and the local community

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
To ensure all written communication follows an agreed house style using an appropriate and accessible font and size.	Review all current and future school publications.  Training for new staff	SLT  Teaching Staff  Office Staff	By December 2021 and ongoing	Easily legible documentation for all.  Effective communication of school information to parents/carers and the local community.

Cranborne Middle School  
Ratified by FGB July 2021