

# Cardrew Court School

## School Accessibility Plan 2024-2025

Cardrew Court School recognises that many of its pupils, visitors and staff, whether disabled or otherwise, have individual needs when using the school and facilities. However, we also recognise that for some pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational provision we will strive to ensure that disabled pupils, parents / carers and visitors enjoy equality of opportunity within not only the physical environment of the school but within the curriculum, written information and associated opportunities.

### Definition of Disability:

The Equality Act 2010 defines a disability as when a person has a physical or mental impairment:

- Which is substantial and long term (for over a year)
- Which has an adverse effect on their ability to carry out normal day-day activities.

**Key Aims:** That all pupils / adults within our school with a disability have: Total access to our settings environment, curriculum, information and participation within the school community.

As such we will regularly review whether our education (and other) services are both accessible and effective and take appropriate action if they are not.

There are linked policy documents and information sections within the website, staff handbook, Admissions' Policy, SEND Policy, SEND Offer and Information report and Behaviour Policy.

### Principles:

Compliance with the Equality Act 2010 is consistent with our settings aims and Admissions.

Our staff recognise their duty under the equality Act:

- Not to discriminate against disabled pupils in their admissions, as long as their EHCP meets the schools designated need profile.
- Not to discriminate against disabled pupils within exclusions and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at substantial disadvantage.
- To publish this accessibility plan.

In performing their duties governors will have regard to the Equality Act 2010 and therefore our setting:

- Recognises and values the young person's knowledge / parent's knowledge of their child's disability.
- Recognised the effect their disability has on their ability to carry out activities.
- Respects parents / carers and the child's right to confidentiality.

This setting provides all pupils with an inclusive education that is differentiated, personalised and meets the needs as stated within their EHCP.

## Access to the Physical environment / ensuring inclusion to the school community.

Statement	Evidence	Action Required
The layout of areas allows access for all pupils, such as: <b>Academic areas:</b> eg, classrooms, hall, library <b>Sporting Areas:</b> eg, Hall, outdoor facilities <b>Communal areas:</b> eg, Hall, reception, library <b>Outside areas:</b> eg, astro, grassed area	No access restrictions. School reception freely accessible.	
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps	All entrances have wheelchair access. The school is all on one level.	
Accessible toilet facilities.	Accessible toilet available.	
Pathways around school are safe and well lit. Parking arrangements are logical and safe.	Signs are logical, clear and directional. Parking is clearly defined.	
Emergency and evacuation systems INFORM ALL pupils.	Exits are visual (Green signs above emergency exit doors) and mapped as well as auditory. Loud auditory signals across the school.	
Signs are uncomplicated, and unambiguous.	Neutral colour decoration as defined in the planning stage. Simple directional signage.	
All areas are well lit		
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc	Room design / fabric minimises background noise.  The school will work with the Hearing Support Service to support HI pupils on an individual basis.	
Steps taken to support vision needs.	The school would work with the VSS should as pupil with visual needs require additional support to access the curriculum.	
Furniture and equipment selected, and located appropriately, e.g., clutter free classrooms, safe furniture within communal areas	Adjustable equipment available within Specialist Food room e.g. suction cooking bowls, safe knives.  School will work closely with external agencies and health partners as required.	

## Access to the Curriculum

Statement	Evidence	Action Required
All teachers and support staff have the necessary training to teach and support pupils with a range of disabilities.	School INSET records.	Continue to ensure the rolling programme of specific training takes place each year to support staff and pupils as required. Including: <ul style="list-style-type: none"> <li>• Team Teach</li> <li>• First Aid</li> <li>• Administration of Medication</li> <li>• Trauma Informed Schools</li> <li>• CPOMS</li> <li>• Dojo</li> </ul>
Classrooms are optimally organised for disabled pupils.	Classrooms are arranged so that all pupils can access their curriculum provision.  EHCP Annual Reviews and address this as do Individual Learning Plans if required.	Continue to respond to monitoring and evaluation processes including SEND reviews and other meetings and ensure that individual needs are regularly highlighted and met.
Lessons provide opportunities for all pupils to achieve i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate.	Monitoring & Evaluation Calendar, Learning walks Lesson observations. Curriculum area focused reviews Book reviews Pupil Voice Performance management process Moderation processes with SPT partners and Magdalen court sister school.	Continue whole school monitoring and evaluation process. Maintain effective Teaching & Learning with continual monitoring of effectiveness.
All pupils are encouraged to take part in the creative arts and physical activities	Curriculum model and tracking of timetable and provision map for individual pupils.  Disabled pupils will have access to a full and varied curriculum as per all individual pupils.	
Staff recognise and plan for the additional time and effort needed by some pupils, especially due to the nature of our cohort regarding their Communication & Interaction needs e.g., lip reading, slow writing speed for pupils with dyslexia for example.	Individual Access Arrangements, TA support, Provision specific / relevant staff training.	Annual reinforcement of good practice. Continued staff development and training opportunities are arranged by the HT termly, Annually and as required.

Disabled pupils who cannot participate in particular activities are given alternative / individual access / experiences, e.g. a different / appropriate form of exercise in PE/sport.	Individual timetables, small group lessons, Fun Fit intervention Enrichment activities.	Regular monitoring of appropriateness and relevant in coordination with relevant professionals.
ICT equipment can be fitted with additional software/hardware to allow access for disabled pupils.	Equipment used by disabled pupils in conjunction with the support services e.g. dyslexia font, coloured screens as required.	
School visits are accessible to all pupils, regardless of attainment or individual need as long as health and safety is not compromised.		
All staff have high expectations for all pupils.	Ethos of 'Belong, Believe, Achieve' extends to all pupils.	Review performance through progress data reviews.
All staff strive to remove barriers to learning and participation.	Reviews of: Attendance Progress data Pupil feedback Parental feedback Lesson observations Work scrutinises / Learning walks Extra-curricular involvement  External reports will include monitoring of this such as; Ofsted reports LA monitoring reports SPT monitoring reports	

#### **Access to Information, advice and guidance**

<b>Statement</b>	<b>Evidence</b>	<b>Action Required</b>
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.	INSET record of training and individualised plans for specific pupils.  Range of methods in which parents can access information from the school.	Continue to highlight pupils and parents with particular needs. Encourage individual pupils to take more responsibility for this as they develop. Refer to PMDAS team / AAC as required.
All written communication follows an agreed house style using an appropriate font and size, e.g., Calibri size 12 or large.	Communications. Specified staff offer support to the families of EAL pupils as required. Sensory circuit / Dyslexia resources available in every	

	<p>classroom.  Web based and hard copy information available to all.</p>	
<p>The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.</p>	<p>Clear procedures in place for pupils and support where possible in communication is provided to families through Pupil Support.</p>	<p>Continue to meet / refer individual needs to be met when necessary.</p>
<p>The school ensures that both in lessons and parent's meetings, information is presented in a user-friendly way, e.g., by reading aloud, using overhead projectors/PowerPoint presentations etc</p>	<p>Lesson observations and parental feedback</p>	



### Improving Physical Access

	<b>Targets</b>	<b>Action Required</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Goal Achieved</b>

### Improving Curriculum Access

	<b>Targets</b>	<b>Action Required</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Goal Achieved</b>
Short Term	All teachers and TAs have the necessary training to teach and support pupils with a range of special educational needs and disabilities.	Ensure that there is a rolling programme of specific training each year to support staff and pupils.	Staff training undertaken that is appropriate to the needs of our pupils	On-going	

### Improving Access to Information

	<b>Targets</b>	<b>Action Required</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Goal Achieved</b>