



Cranbrook Education Campus Accessibility Policy

Policy Date: June 2022

Review Date: June 2023

Review Committee: Performance & Standards

ACCESSIBILITY PLAN

Cranbrook Education Campus strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is as below:

- Someone with a physical or mental impairment
- The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise our duty under the Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment.

It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

Schools and LEAs must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)

The Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. *Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated purposes.*

Currently at Cranbrook Education Campus all pupils can access the curriculum regardless of disability. The school is a purpose-built building which has taken into account the need for access for all. This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

At Cranbrook Education Campus the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the Statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. *Increase the extent to which disabled pupils can participate in schools' curriculums.*

The curriculum is carefully designed to meet the needs of all learners and all pupils access a broad and varied curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

The Campus will expect to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that the Campus is planning and preparing to respond to the particular needs of individual pupils.

3. *Improving the delivery of information to pupils with disabilities*

Any pupils requiring additional support are clearly identified on entry to Cranbrook Education Campus. Those requiring specific support with communication are known by staff so their needs can

be met in lessons through differentiation. Some pupils are allocated additional support in morning registration and contact with home is extensive. Some pupils are also allocated key workers to ensure effective communication with parents as well as children. This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related school policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

Equality Policy

Behaviour Policy

Admissions Policy

School Development Plan

Policy for School Trips and Excursions (pending)

SEND policy

Aims

Cranbrook Education Campus aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.

Actions to ensure equality for pupils with disabilities

1. We shall undertake a disability audit using a cross section of staff, pupils and parents
2. As a result of the audit, we shall:

- write and action plan which includes targets
- make the policy and targets known to all staff, pupils and parents
- monitor the success of the plan
- the Plan will be reviewed annually by the Senior Leadership Team

3. The Governing Body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).

Monitoring

Cranbrook Education Campus recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. We will monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- KS4 option choices
- Post 16 destinations
- Selection & recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on PTA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc.)

Short Term Target	Strategies	By Whom	Resources	Goals Achieved
Ensure that all classrooms are accessible to all pupils and staff.	Staff to be informed of pupils needing specific access e.g. seating, location via pupil profiles. Monitoring of staff needs re. Teaching and Learning.	SLT Phase Leads; SENDCo	SEN register, SEN information, Pupil Profiles. Staff recruitment and needs information.	SEN register is up-to-date. Lesson observations and learning walks suggest needs are being met.
Everyone to be kept safe in the event of a fire.	Plan made with the Fire Watch to ensure that all that can be done is being done.	Fire warden team over-seen by Head of Campus	Fire Watch training give. Regular practise undertaken.	Practise evacuations are successful.

Ensure students with hearing difficulties can access their personal hearing equipment and the Soundfield if necessary.	Hearing Impairment team to be consulted.	SENDCo	To be confirmed by HI Team.	Students will be able to access the curriculum without disadvantage.
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