Accessibility Action Plan for Cardinham School 2021-22

This access plan is focused on short, medium and long term targets which will be reviewed by the Governors annually. The school will comply with the requirements of the Disability Discrimination Act and will work with the LA to bring access issues up to standard with reference to curriculum, premises and communication with pupils and their parents. In the long term the intention is to ensure that the school is wholly accessible in curricular, premises and communication terms to all the people who may be served by it. To this end we will focus on all strategies which will aim to overcome some of the barriers to learning or participation experienced by disabled people served by or serving the school. Should any prospective child or member of staff be in need of premises adaptation the Governors will inform the Trust and LA immediately.

Accessible Schools – Identifying Barriers to Access. How does the school deliver the curriculum?		
Outcome	**In place (yes/No)**	**Action to ensure Outcome**
To ensure that teachers and support staff have the necessary training to teach and support disabled pupils	Yes	Training needs regularly reviewed. Specific training identified for adults working with specific children
Classrooms to be optimally organised for disabled pupils	Yes	Each classroom is assessed for suitability and reorganised to suit a pupil's needs where required. Disabled children have individual workstations within class where appropriate.

Lessons will provide opportunities for al pupils to achieve	Yes	Lessons are differentiated for need. Resources such as Nessy, IPads, coloured overlays, and pastel backgrounds are implemented to support learning needs. One to one support is an aspect of intervention, and a small number of pupils have ongoing one to one support.
Lessons are responsive to pupil diversity	Yes	Lessons take in to account the diversity of the cohort.
Lessons involve work to be done by individuals, pairs, groups and the whole class.	Yes	Lessons are varied across the entire curriculum. A variety of strategies are used in order to make learning interesting, engaging and varied. Mixed ability grouping is a feature of learning.
All pupils are encouraged to take part in music, drama and physical activities	Yes	Wherever possible all pupils take part in all activities. Examples of exceptions include where a child may have sensory issues and therefore finds music challenging.

Staff recognise and allow for the increased mental effort expanded by disabled pupils, for example lip reading or Makaton	Yes	Training is reviewed and staff are kept informed of all new teaching methods. Consideration and reasonable adjustment is always given for the additional mental effort required for some pupils. Some staff have had basic Makaton training. Disabled children are able to take movement breaks and have their curriculum modified, or broken down in to small chunks to suit their individual needs.
Staff recognise and allow time for the additional time required by some disabled pupils to use equipment in practical work	Yes	Extra time is given during lesson time, and additional assistance such as extra time or resources is applied for when taking external examinations such as SATs.
Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise or physical education	Yes	The need for staff training is reviewed for each pupil. Physical activities are adapted by one to one support to include children with disabilities. For example, the morning mile has been adapted so that a pupil with a specific disability is able to participate.
School provides access to computer technology appropriate for pupils with disabilities	Yes	School employs a range of software packages to support individual needs. Some pupils have their own IPad with personalised learning apps installed, and others use dictation tools etc.
School trips are made accessible to all pupils irrespective of attainment or disability	Yes	Individual risk assessments are performed for pupils with disabilities. School visits are planned to be inclusive and close communication between the provider of the trip (i.e. the museum, animal park etc.) and school ensures all access needs are catered for. On occasion, staff will visit a destination prior to the trip to ensure suitability.

All staff have high expectations of all pupils	Yes	All children have targets that are regularly reviewed. Parents and pupils are central to this process through at least termly monitoring reviews, and parent consultation evenings. Individual Support Plans (APDR) are in place for all children with a disability.
Staff seek to remove all barriers to learning and participation	Yes	Personalised learning is promoted, along with inclusion in all aspects of school life. Staff work proactively to pre-empt any inclusion issues and find solutions to these.

Accessible Schools – Identifying Barriers to Access. Is the school designed to meet the needs of all pupils?		
Outcome	**In place (yes/No)**	**Action to ensure Outcome**
The size and layout of all areas of the school site, including all academic, sporting, play, social facilities, classrooms, library and playgrounds, allow access for all pupils, including wheelchair users.	No	Most areas of the school are accessible. There are however some steps, for example in to the school garden, that do not currently allow access for wheelchair users. School will seek suitable adaptations to this area should the need arise. The disabled toilet at the main school site has been assessed by the Occupational Therapist and adaptations are currently being sought.

		As the school is situated on a steep gradient, a disabled entrance would need to be installed at the bottom gate of the school to allow ease of access for wheelchair users. The rest of the school site is accessible for all users.
Pupils have access to a sensory room	No	School does not currently have a sensory room, but it does have a dedicated quiet zone for pupils who need to access it. The area has various sensory toys that pupils can access if needed.
Pathways and travel around the school site are safe with logical and well signposted routes, and parking arrangements are safe	Yes – partially	Pathways and travel around the school site are safe and are generally well signposted. School does not have a car park and it is therefore not possible at this time to provide a disabled parking bay. However, if the need occurred, cones could be placed outside the school perimeter to create a reserved parking space for a wheelchair user.
Emergency and evacuation systems are set up and in place to inform all pupils, including pupils with SEND, to evacuate the site if needed	Yes	Disabled pupils have one to one support in the event of an evacuation. Staff have regular fire drill training and all emergency exits are signposted and safe for all pupils to use.

		School has two fire wardens who take the lead in any evacuation process, including the wellbeing of disabled pupils.
Non-visual guides are used to assist people to use school buildings, such as braille.	No	Not currently relevant as school has no pupils with visual impairment at present. However, adaptations will be sought should the need arise.
All signage in the school, and décor, are appropriate for disabled pupils with visual impairment, autism or epilepsy, and are not considered confusing and disorientating.	Yes	School have not been made aware that any signage or décor could be deemed confusing or disorientating for pupils. Should this change, occupational therapy support will be sought to make appropriate adaptations.
All areas that pupils have access to are well lit	Yes	Lighting is good throughout the school, and well maintained.
Steps are made to reduce background noise for hearing impaired pupils, such as considering a rooms acoustics, noisy equipment etc.	Yes, partially	Although we do not have any pupils with significant hearing impairment at present, adaptations are made for pupils with minor hearing issues. For example, seating arrangements and the position of the SMART board and speakers are considered and adapted as necessary.
Furniture and equipment is selected, adjusted and located appropriately	Yes	New chairs have been purchased in 2021 to suit the needs of all current pupils, including those with disabilities, and appropriate individual work

		stations purchased for pupils with disabilities. Individual pupils' needs are met on the recommendations of the Occupational Therapist and other agencies.

Accessible Schools – Identifying Barriers to Access. How does the school deliver materials in other formats?		
Outcome	**In place (yes/No)**	**Action to ensure Outcome**
School provides information in simple language, symbols, large print, on audiotape or in Braille for pupils who may have difficulties with standard forms	Yes	Visuals such as visual timetable, now and next boards, and PECS (or similar), and Makaton signing used for pupils if appropriate. School endeavours to provide all information in whatever format is needed upon request.
School ensures that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections or describing diagrams	Yes	One to one adults adapt information to make it accessible for disabled pupils to understand as required. A range of presentation methods are used by all teachers in all classes to deliver learning.

School has facilities such as ICT to produce written information in different formats	Yes	Visuals such as PECS are used as appropriate for disabled pupils.
School ensures that all staff are familiar with technology and practices developed to assist people with disabilities	Yes	Staff are regularly updated on changes in practice and attend training courses and resources are made available.

Date: 03/11/2021   Approved by governors: TBC

Date for review: November 2022