



Disability and Accessibility Plan

January 2023 – 2026

Introduction

Cranwell Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum and that all pupils are appropriately challenged. We are committed to providing a fully inclusive and accessible environment for all pupils, staff, parents and visitors. This plan sets out how we will meet the needs of disabled pupils, staff and visitors over the next three years.

Our Vision and Values

We believe that all children and young people have the right to be healthy, happy and safe, to be loved, valued and respected; and to have high aspirations for their future. By working together, our pupils will enjoy a creative, innovative, exciting and challenging curriculum within a safe environment which will enrich and enhance every child's learning.

We aim to achieve our vision by:

- creating an ethos where everyone values and respects themselves and each other,
- creating an inclusive environment which fosters a sense of belonging, creating adaptations and reasonable adjustments where necessary to enable staff to include pupils in all possible school activities, including extra-curricular activities,
- making any adaptations deemed necessary and tempering expectations of pupil performance only in the light of their unique difficulties.
- allowing extra time for activities, as well as providing extra support and resources wherever possible,
- making reasonable adjustments and differences to the curriculum where necessary to include the child in the same activity as their peers,
- adapting routines and classroom organisation, including the provision of supportive equipment wherever possible,
- communicating important and up-to-date information to staff containing details of pupils' additional needs and, when appropriate, developing and sharing a Health Care Plan.

Underpinning these aims are our school values which are:

- the creation of a welcoming, happy and forward-thinking environment for all children and staff attending our school,
- providing opportunities for immersive learning and exciting challenges in a vibrant environment,
- preparing children for life in a rapidly changing world by facilitating independent learning,
- developing critical thinkers, with global perspective and respect for others
- children with the knowledge and ability to nurture, support and empower each other.

Definitions

The SEND Code of Practice, 0-25 years / Jan-2015, stipulates that SEND may be defined as follows:

- A child or young person with a learning difficulty or disability which calls for special education provision to be made for them.
- A child of compulsory school age, or a young person who has a learning difficulty or disability which means that he / she has significantly greater difficulties than most others the same age or has a disability which prevents or hinders them from making use of facilities of a kind, generally provided for others of the same age, in mainstream schools, or mainstream post 16 institutions.
- Many children and young people who have a SEND may have a disability under the Equality Act 2010, that is.... *'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.'*

The above definition of disability is also used in law and broadly includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions, such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Expectations

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA, namely:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

Key Aims

Staff will endeavour to support pupils with their learning and to promote success and independence.

To work closely with the Special Educational Needs and Disabilities (SEND) team to ensure that reasonable adjustments are made to enable all pupils to achieve to the best of their ability.

The SENCo and teaching teams will carefully consider the individual requirements of ALL incoming pupils to ensure that any additional needs are met through reasonable adjustments.

Plans are shared and developed by relevant staff so that any modifications required to the physical environment of the school can be made thereby enabling access to education for all pupils.

To improve the delivery and format of written information to disabled pupils, irrespective of their disability. Such information will include handouts, timetables, textbooks and information about school events and will be distributed in the parents' preferred format and made available within a reasonable timescale.

Medication

Details of medication will be retained in the school office and shared with all staff in accordance with the school Administering of Medicines Policy.

Corresponding paperwork and Health Care Plans are co-ordinated by the SEND team and Administrative Support staff in accordance with the Supporting Children with Medical Needs Policy.

Inclusion

As far as possible, pupils will be included in all school activities, including extra-curricular activities. Adaptations will be made, whenever necessary, tempering expectations of pupil performance only in the light of their particular difficulties.

Additional time, support and resources will be allowed whenever possible to enable all pupils to participate in activities.

Access and Changes to the School Building

Access to the school for the physically disabled has considerably improved in recent years. Entrance thresholds have been lowered in newer parts of the building and level or ramp access provided in accordance with construction requirements.

The school has a continued focus on improving access to older parts of the school building, carrying out such works as:

- Reducing kerb height to aid wheelchair access from both school playgrounds and to the front entrance of the school.
- Installation of an external ramp to further facilitate access to and from the infant playground.
- A gentle slope has been created to allow easy access between the administrative and general work areas of the school and classrooms and two steps in the main corridor have been removed.
- The replacement of a step-change between floor levels with an internal sloping floor has increased access to a further four of the original classrooms.
- Adaptations and equipment have been made of one of the toilets to improve access and an additional disabled toilet installed. An electronic 'changing table' has also been installed and grab-rails have been fitted to the toilets in the Foundation Stage area.
- Carpeting has been fitted in many areas of the school to reduce noise levels thereby benefitting those with auditory issues.
- Double-glazed door and window units have cut down external noise, particularly from aircraft.
- Creation of a sensory area to assist children susceptible to sensory overload and access to sensory equipment during the day, if required.
- Headphones are provided when required to assist children who find it difficult to focus and to reduce unnecessary noise.
- Classroom displays are bright and relevant, with minimal visual clutter, potentially assisting pupils affected by autism and the adaptation of individual workstations to support individual needs.
- Fitting of handrails to the main entrance of the school thereby benefitting parents and visitors.

Future Plans

Advice is being sought on possible improvements to assist those with visual impairments and other general improvements to the school building and premises.

Provision

Some measures already exist for pupils with visual impairments, such as seating positioned close to whiteboards, charts and visualisers or video screens, at an angle to ensure the best possible view. Texts can be enlarged or adapted using the photocopier and, so far, there has been no requirement for Braille signage in the school. The Sensory Education and Support Team (SEST) are available to provide further advice on support for those with hearing and / or visual impairments. Additionally:

- Furniture is adapted wherever possible to meet individual requirements or suitable alternatives are acquired. Occupational Therapists, the Physical Disability Outreach Team, Physiotherapists and the Working Together Team (WTT) are available to provide collaborative advice when required.
- Colour schemes and displays within the school are carefully curated to minimise 'visual clutter' and anxiety whilst promoting and encouraging active learning.

- A distinction is made between floor and wall colours to aid the visually impaired. A calm colour background has been maintained so that warning flashes for corners / changes to floor levels, and other important signage, can be clearly seen.
- Experienced staff ensure that day-to-day support is provided by maximising the opportunities of available technologies, such as enlarged format texts, easy to read fonts, colour overlays or different coloured backgrounds on computer screens. Dyslexia friendly strategies are widely used to support pupils and visual timetables and natural breaks are used to assist pupils with Autistic Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD).
- Working in partnership with pupils and parents and the involvement of other professional agencies during the planning stages of a child's entry to the school helps to ensure that a pupil's individual needs are clearly understood, and appropriate provision can be made for a smooth transition into the school.
- Inset training develops staff's knowledge and skills thereby enabling them to support those pupils with additional needs.