

# Archbishop Cranmer C. of E. Primary Academy

## Accessibility Plan and Policy



***‘Striving for Life in All its Fullness’***

**John 10:10**

|                                                                        |                     |
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| <b>Reviewed by:</b> Headteacher                                        | January 2025        |
| <b>Ratified by:</b> Governing Body (if applicable)                     | <b>January 2025</b> |
| <b>Date for next review (or earlier should legislation require it)</b> | January 2028        |

# ***‘Striving for life in all its fullness’***

## **John 10<sup>10</sup>**

### **Our Christian Vision**

Jesus said ‘I have come that they may have life in all its fullness’ John 10:10.

At Archbishop Cranmer C of E Primary Academy we strive for life in all its fullness, for all our children, staff and school community.

### **Our Mission Statement**

- **For Life in all its Fullness for today...**
  - Archbishop Cranmer is a small, caring Church of England Primary School in Aslockton, Nottinghamshire. We are a family community with Christian Values at the heart, where adults and children genuinely care for one another.
  - We **aspire** to be a high achieving school that provides an outstanding education and **culture of opportunity** for all.
  - We believe that every child is unique and valued by God, with their **profound personal development** being at the heart of all we do.
  - We provide a rich and stimulating curriculum that inspires and challenges all to achieve.
  - We foster warm partnerships with parents, the local community, St Thomas’s church and local charities.
- **For Life in all its Fullness for the future...**
  - We teach our children to be excellent Christian role models for the future world.
  - We are inclusive, respectful and celebrate global diversity.
  - We provide excellent care, guidance and support to enable our children to keep themselves happy, healthy and safe in their adult lives.
  - We educate children on the importance of their well-being today and in their future.

### **Our Christian Ethos**

Archbishop Cranmer C of E Primary Academy strives to be an inclusive community where children grow, learn and achieve together. Our Take Care Learning Behaviours, held together by our Christian Values, form the essence of our ethos and gives our school its sense of value and drive. We always challenge our school community to consider what our values mean to them.

Our Take Care Hand reminds us that we are always:

- Taking Care (forming meaningful relationships with ourselves and others)
- Aspiring to have a go (being creative and curious)
- Acting with Integrity (always doing the right thing)
- Working hard (aspiring to be the best we can be by embracing high challenge, creative work)
- Being proud of ourselves (growing in confidence, knowing what is possible)



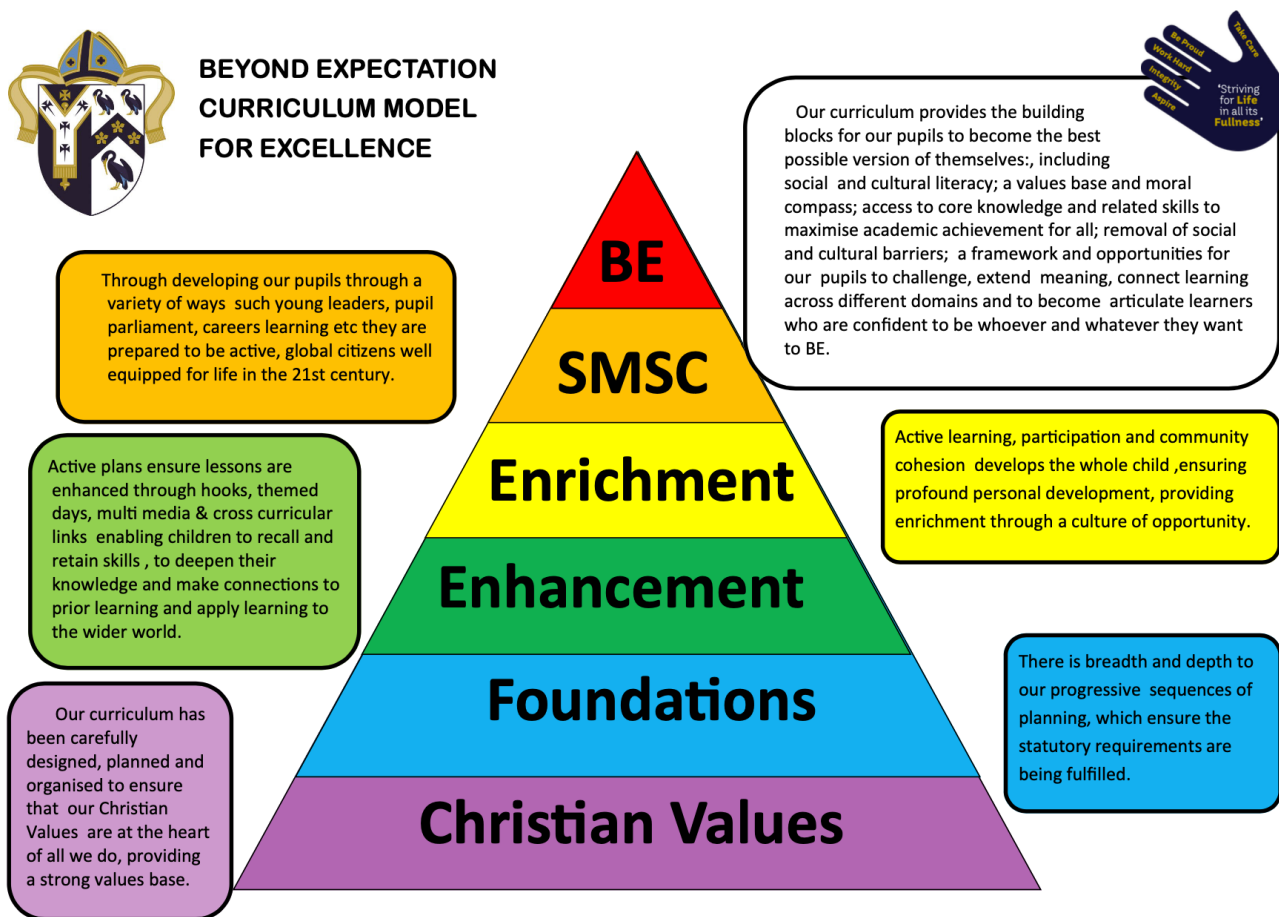
Archbishop Cranmer C of E Primary Academy is an inclusive school. We aim to make all children feel included in all of our activities, to ensure that our vision of ‘life in all its fullness’ (John 10:10) can be fulfilled, encouraging their profound personal development through our culture of opportunity.

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## Introduction

At Archbishop Cranmer C of E Primary Academy we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. Our 'Culture for Opportunity' and curriculum model, shown below, provides the building blocks and experiences for our pupils to become the best possible version of themselves, taking into account individual pupils' strengths and needs to allow each child to fulfil beyond their potential and 'Strive for life in all its fullness' (John 10:10).



## Aims and Objectives

The aims of this policy are to:

- Increase the extent to which pupils with disabilities can engage and participate with the curriculum;
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible written information;
- Ensure staff training can continue to embed equality and disability awareness training into regular professional development and ensure staff are up-to-date with legal responsibilities and best practices.

Our Accessibility Plan (page 7), has been created based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents, including the Special Educational Needs (SEND) Policy and SEND Information Report. The Accessibility Plan will be reviewed every two years formally, and termly informally, to reflect upon progress and outcomes.

The Accessibility Plan that follows this policy is structured to complement our equality objectives and will be published on our school website. We recognise our statutory duty to ensure that this is monitored, compliant and published under the Equality Act (2010).

At Archbishop Cranmer, we are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents, carers, visitors and our wider community, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action, in line with the Equality Act (2010), with regard to disability and developing a culture of inclusion, support, awareness and voice within the school.

Our Accessibility Plan shows how access can be improved for those with disabilities in a given time frame and anticipates the need to make reasonable adjustments to accommodate their needs, where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of the physical environment of the school, our curriculum and written information.

Whole school training will also recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The following Accessibility Plan should be read in conjunction with the following school policies:

- Equality Objectives
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Special Educational Needs and Disabilities (SEND) Information Report for Parents
- Behaviour Policy and Appendixes
- School Improvement Plan
- Child Protection and Safeguarding Policy and Appendixes
- Complaints Policy
- Supporting Pupils with Medical Conditions Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was completed by SLT. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be complete by the school to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

## **Legislation and Guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **Monitoring and Evaluation**

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary by Eleanor Hodgson, Special Educational Needs Coordinator, and Melanie Stevens, Head teacher. This policy will be approved by the governing body.



This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim                                                                         | Current good practice<br><i>Include established practice and practice under development</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Actions to be taken                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Person/s responsible                                                                                               | Date to complete actions by                              | Success Criteria                                                                                                              |
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| Continue to increase access to the curriculum for pupils with disabilities. | <p><i>We offer a differentiated curriculum for all pupils, tailored to their needs and progress.</i></p> <p><i>Medium Term Planning Front Cover Sheets identify focus pupils and details of provision.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>All staff have access to the SEND register to ensure awareness of all needs.</i></p> <p><i>ICT resources, such as tablets and Chromebooks available to support curriculum delivery, e.g. Clicker Breakout rooms (e.g. Sunshine Room and Rainbow Room)</i></p> | <ul style="list-style-type: none"> <li>• Ongoing monitoring and assessments of needs of pupils in school</li> <li>• Pupil voice – Pupil Parliament views and wish lists (Ministers for Curriculum), regular opportunities for collection of this</li> <li>• Review current provision through monitoring systems: Learning Walks; Book Looks; PLE and Provision Maps</li> <li>• ASN funding towards pupils with a disability or barrier to learning</li> <li>• Consider alternative communication systems</li> <li>• Consider the way in which information is presented to pupils</li> <li>• Consider ways in which pupils can communicate their ideas</li> </ul> | <p>All Staff</p> <p>Subject leaders</p> <p>Advisors for sensory impairments (e.g. ToD)</p> <p>SENCo</p> <p>SLT</p> | <p>On-going as curriculum is updated and planned for</p> | <p>Barriers to learning removed or significantly reduced.</p> <p>Pupils do not miss out on accessing the full curriculum.</p> |

|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                               |                                                                                 |                                                                                                                                                   |
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|                                                                  | <i>available for targeted provision delivery)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                               |                                                                                 |                                                                                                                                                   |
| Improve and maintain access to the physical environment.         | <p><i>The environment is adapted to the needs of pupils as required. This includes:</i></p> <ul style="list-style-type: none"> <li><i>Flat accesses to rooms</i></li> <li><i>Corridor width</i></li> <li><i>Disabled parking bay</i></li> <li><i>Disabled toilet</i></li> <li><i>Library shelves at wheelchair-accessible height</i></li> </ul>                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Ensure any new building adaptations are in line with DDA requirements (consider CIF Bids)</li> <li>Continue to monitor school premises in line with new pupils who start school at any entry point</li> <li>Ensure school can be accessed safely</li> <li>Ensure disabled bay is marked and available as appropriate</li> <li>Complete audits as required considering access.</li> </ul> | <p>Site manager</p> <p>Head teacher<br/>School Business Manager</p> <p>Care-taker</p> <p>Bid writers</p>      | On-going as bids are accepted and building is modernised                        | The school building has all barriers to accessibility minimised or eliminated for pupils with disabilities.                                       |
| Transition and information sharing                               | <p><i>We plan ahead for each new intake and transition to secondary school to ensure all needs are planned for and met.</i></p> <p><i>Implement additional transition visits as required and meet with secondary SENCOs</i></p> <p><i>We have a Transition Standard and In-Year Arrivals Standard to ensure that monitoring actions are in place to support smooth transition.</i></p> <p><i>Receipt letter in place for sending of confidential documents, including SEND documents to new schools.</i></p> <p><i>SEN Profiles in place for all pupils on SEN Support and those with specific needs ensures that a picture can be shared with receiving schools and teachers.</i></p> | <ul style="list-style-type: none"> <li>Ensure all staff have read the equality and SEND policies</li> <li>Ensure appropriate documentation is kept up-to-date by class teachers and monitored by SENCo</li> <li>Put special arrangements in place including individual care plans/behaviour plans</li> <li>Contact previous school for medical information and ensure all documents are passed on when pupil leaves.</li> </ul> | <p>SENCo</p> <p>Head teacher</p> <p>Year 6 teacher and F2 teacher</p> <p>Class teachers</p> <p>Pre school</p> | End of year, transition points and for pupils who are abnormal entries          | Receiving schools are fully informed and in receipt of all necessary information regarding any disabilities.                                      |
| Raise staff awareness and improve the delivery of information to | <p><i>Our academy uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li><i>Internal signage</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Engage with CPD as appropriate to need, working with PDSS</li> <li>School to seek advice from experts as appropriate to pupil</li> </ul>                                                                                                                                                                                                                                                 | <p>Family SENCO</p> <p>SEND Inclusion Service</p>                                                             | On-going as children join us. Children first is one of our values and we always | All members of the school team, including midday supervisors, aware of issues. Detailed information and support available and passed on by staff. |

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| pupils with a disability as appropriate to need.                                                                    | <ul style="list-style-type: none"> <li>• <i>Large print/ coloured tint resources</i></li> <li>• <i>Induction loops (would be made available if req'd)</i></li> <li>• <i>Pictorial or symbolic representations including visual timetables</i></li> </ul> <p><i>Staff SEN Handbook in place to support with strategies and adaptations for environment and learning.</i></p> <p><i>Environment audits completed as recommended by Teacher of the Deaf (SEND Inclusion Service) and Occupational Therapists.</i></p> | <p>needs (e.g. ToD, physiotherapist, occupational therapists).</p> <ul style="list-style-type: none"> <li>• Consider needs of specific pupils, both for school and off-site activities.</li> <li>• Promote disability equality within the curriculum</li> <li>• Ensure school policies reflect pupils with disabilities and refer to accessibility plan where relevant</li> <li>• Ensure appropriate needs and information is shared with all staff, including middays to support with pupils with disabilities and additional needs</li> </ul> | <p>Health</p> <p>Disability Rights Commission.</p> <p>All school staff.</p> <p>SENCo</p> | discuss at staff meetings                 | Pupils able to access all information in an appropriate way, eliminating barriers       |
| Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities. | <p><i>We ensure thorough planning for visits and do advance visits.</i></p> <p><i>We complete EVOLVE Form and risk assessments.</i></p> <p><i>Pre visits are carried out for individual children considering need and we consult with parents</i></p> <p><i>Activities and staffing ratios are always appropriate to need and care plans</i></p>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Pre visit where need requires- consider doing with parent/ carer</li> <li>• Risk assess according to care plans and need</li> <li>• Consult with specialists, as appropriate</li> <li>• Invite parents to attend to support access as appropriate</li> </ul>                                                                                                                                                                                                                                           | <p>Head Teacher</p> <p>EVO</p> <p>Trip leaders</p>                                       | On-going as visits and residentials occur | School trips & residential visits are accessible for all pupils to a reasonable extent. |