



Cranbourne Accessibility Plan

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Approved by:	Full Governing Body
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Cranbourne encourages each child to be their unique self. Our expert teachers nurture knowledge, skills and talent in a safe environment, where every student, regardless of gender, cultural background or ability can reach their full potential.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our key partnerships are with EMTAS (Ethnic Minority Traveller Advice Service), RADE (Race and Diversity in Education), Hampshire Special Needs Support Services, School Nursing Service and HIAS (Hampshire Inspection and Advice Service).

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM 1. INCREASE ACCESS TO THE CURRICULUM FOR STUDENTS WITH A DISABILITY					
Current good practice	Objectives	Actions to be taken	Person responsible	Completion date	Success criteria
Our school offers a full range of curriculum opportunities to all students	<p>Fully inclusive practice, including:</p> <ul style="list-style-type: none"> A better balance of culturally diverse taught curriculum, including even more diversity in subject areas Planning and delivery of PSHE and Citizenship education Curriculum resources include more examples of people with disabilities Curriculum will include teaching of the Equalities Act 2010, discrimination, protected characteristics and rights in law 	Audit of current curriculum and resources	Lead Practitioner for Personal Development and Heads of Department	September 2024	Staff aware of areas of strength and improvement
We use resources tailored to the needs of students who require support to access the curriculum		Development of an even more diverse curriculum and supporting resources	Heads of Department	September 2024	Reviewed curriculum resources in place
The school provides for students with additional needs with extra provisions, e.g. dyslexia support, coaching, counselling, therapy and mentoring so that all students can learn well in our school		Plans for monitoring and evaluating the improvements	ALL –SLT/HOD/LP/ SENDCO	September 2024	Monitoring and evaluation shows even better student and staff awareness. Decline in intolerant logs
Provision for SEND students		Review the book list annually	PD and Austen House	September 2024	Reading ages in line with development and above
Curriculum progress is tracked for all students, including those with a disability		Reading Cannon reflects the diversity of our community			

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<p>Targets are set effectively and are appropriate for students with additional needs</p> <p>The curriculum is reviewed by stakeholders every year to ensure it meets the needs of all students</p> <p>Extra transition for students that need it to Cranbourne and on to college</p> <p>Uniform adaptations for sensory needs</p> <p>Provision for students on crutches</p>	<p>Increase staff training of neurodiversity</p> <p>Access to technology to support learners</p>	<p>Deliver CPL</p> <p>Review current provision</p>	<p>SENDCO</p> <p>SENDCO/ HH/GD</p>	<p>October 2024</p> <p>April 2025</p>	<p>Staff awareness and understanding increases</p> <p>Better provision and support for learners</p>
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AIM 2. IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT						
Current good practice	Objectives	Actions to be taken	Person responsible	Completion date	Success criteria	
<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> •Ramps – portable •Disabled parking •Disabled toilets and changing facilities, including gender neutral changing •Gender neutral toilets for students •Painting the yellow strips on the posts to A Block and steps. •Maintain footpaths – roots/flooding •Designated rooms to support SEND, SPLD and SEMH 	<p>Even Better Physical space for activities to support students with protected characteristics:</p> <ul style="list-style-type: none"> • Ramps • Two bays at the front of school to remain • Facilities cater for all needs • Gender neutral toilet for staff • Ensure yellow lines are visible and clear for all community users • Ensure these are fit for purpose and do not have any trip hazards • Improved Dyslexia Unit • Increased provision in The Lighthouse and Compass 	<p>Place ramps at Dining Room, A Block and E Block Entrances if required</p>	Site Team	Ongoing	<p>More areas of the school are accessible to students in a wheelchair or crutches and visitors with disabilities</p>	
		<p>Ensure they are visible to people</p>	Site Team	Ongoing		
		<p>Sports hall, as part of Swimming Pool improvements</p>	Head teacher	September 27		<p>Changing areas are fit for purpose</p>
		<p>Designated in E Block</p>	SLT	January 2024	<p>Staff have access to the toilet</p>	
		<p>Annual painting</p>	Site Team	September 2024	<p>No reported accidents</p>	
		<p>Site review</p>	Site Team	Ongoing	<p>No reported accidents</p>	
		<p>Consolidate the new SEND rooms known as The Compass</p>	SENCO/DHT	March 2024	<p>Self - contained SPLD unit is accessible to a larger number of students</p>	
						<p>Students needing SEMH support have a fuller access to intervention in The Lighthouse</p>

AIM 3. IMPROVE THE DELIVERY OF INFORMATION TO STUDENTS WITH A DISABILITY					
Current good practice	Objectives	Actions to be taken	Person responsible	Completion date	Success criteria
<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> •Internal signage •Large print resources •Translation service for EAL families •Translation of key text into minority languages •The use of technology in classrooms to support learning e.g. i-pads for Dyslexic students, translation Apps for EAL students •Induction loops •Dyslexia friendly texts 	<p>Continue to develop our teaching resources to promote inclusive practice</p>	<p>Extend the range of texts translated into home language</p> <p>Incorporate home language texts into library lending sections</p> <p>Continue to focus on developing dyslexia friendly teaching techniques and resources.</p>	<p>SENCO/Head of SPLD/EAL Coordinator</p>	<p>Ongoing</p>	<p>Students with English as an additional language can access a wider range of reading materials</p> <p>All lessons continue to demonstrate inclusive practice</p> <p>Students feel happy and safe at school</p> <p>Students make progress</p>

AIM 4. WORKING CLOSELY WITH FAMILIES AND STUDENTS IN OUR TRANSGENDER COMMUNITY					
Current good practice	Objectives	Actions to be taken	Person responsible	Completion date	Success criteria
Gender neutral toilet and changing area provided	Fully inclusive practice including: <ul style="list-style-type: none"> • More accessible areas for comfort breaks • Better PE changing facilities • Key workers in school • Support network • Curriculum resources • Be aware and implement new guidance on transgender 	Look at greater provision	Headteacher	September 2024	More areas available for our community
Training and update guidance considered		Look at greater provision when the swimming pool is refurbished	Headteacher	September 2027	Better facilities in place
Ethos of all in school		Students have access to key workers if they require support:	Senior Mental Health Lead	September 2027	All stakeholders feel supported
		Lighthouse and/or LGBTQ+		September 2024	
		Development of resources in the curriculum	Heads of Department	September 2024	Inclusion of all groups and role models.
		Access training as guidance updated	SLT	Ongoing	Guidance in school is up to date

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by Full Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy