

ACCESSIBILITY PLAN 2016-2020

Committee: Learning & Achievement

Next Review: Spring 2019

IMPROVING ACCESS TO THE CURRICULUM

Target	Action	Resources	Timeframe	Outcomes
To implement a creative, broad and balanced curriculum, with cross curricular links.	Continue to implement and review the 2014+ national curriculum.	Subject coordinators/staff INSET/staff meetings subject budget	2016 ongoing	The curriculum will be enriched, relevant, enjoyable and accessible to the children of Cranmere
To ensure that the curriculum covers equal opportunities and promotes understanding of disability. Ensure British Fundamental Values are integral to our teaching and ethos.	Use assemblies, PSHE/RSE and cross curricular links to ensure this is a regular feature of the school curriculum e.g. highlight religious, cultural events, disability achievements.	Assemblies PSHE/RSE British Values resources	Sept 2016 onwards	Children will have a positive understanding of different relationships within our society to include ethnic groups, other cultures and disability.
To ensure that SEND and EAL pupils have full access to all areas of the curriculum	Complete SEND Support Arrangements and set targets for SEND children as appropriate. Liaison with outside in a timely, pro-active manner. Audit of EAL needs and resources. Reasonable adjustments are made to enable children to attend trips and clubs. Differentiation and adaption of teaching	Additional adults, alternative transport, reasonable adaptations building as needs arise, building meets Disability & Discrimination Act (DDA), put provision in place for residential trips as necessary	Ongoing	All children will have access to the curriculum and wider opportunities
Teaching supports a variety of learning styles and encourages children to recognise ways in	AfL teaching strategies and 6Rs incorporated into daily teaching and assemblies Themed curriculum weeks, Growing Learners Differentiation Directed TA support	Subject Budget Lesson observations Work scrutiny Outcomes analysis	Ongoing	Lessons provide opportunities for all pupils to achieve their potential Children are supported in their learning journey and are aware of their targets. All

which they are learning.	Quality first wave teaching			children will access learning in lessons and make sufficient progress. Progress expectations will be part of the school's culture and built into appraisals
Identify groups making slower than expected progress and/or attainment and set interventions as appropriate.	Termly gap analysis undertaken by SLT and shared as appropriate to ensure progression for all groups is appropriate. SEN pupils have clear targets within SEND Support Arrangements document or EHCPs	Training for new staff Interventions identified and set up as appropriate Lesson observations Target Tracker data	Ongoing	Children meet end of year objectives as targeted at the beginning of the year based on prior data and potential. Staff have high expectations for all pupils.
Children and staff with disabilities or medical needs have access to the curriculum	Staff appropriately medically trained for all needs in school. Children have access to sensory zones/equipment as needed and where feasible to do so. Visually impaired and HI pupils and staff have access to resources to ensure as much access to school as is possible.	Support Staff Enlarged fonts Sensory resources ICT equipment for visually impaired Physical and sensory support team Diabetes teams	Ongoing	Children with disabilities or medical needs have access to the curriculum including more challenging areas eg trips, PE

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Action	Resources	Timeframe	Outcomes
Improve handover and settling in for younger children.	EYFS parents to wait in EYFS area with children at drop off and gradually phased out.	Playground	September 2016	EYFS children and parents feel safe and secure at drop off
Improve access to site for parents and children.	Continue to operate with two entrances. Liaise with SCC about traffic/parking on Douglas Rd Seek support from Paragon Housing to improve state of the pathway leading to the rear gate of school.	Continue to press Surrey to re-surface rear pedestrian gate	Ongoing	There will be two access points to the school site for entrance to school
School premises to have optimum access arrangements particularly for the disabled.	Liaise with SCC and contractors as new needs/issues are envisaged or arise.	SCC advisors Disability teams	Ongoing	The school will have facilities which will allow full access for all stakeholders.

Ensure effective Fire Strategy and Evacuation procedures are in place.	Review Emergency Plan to include fire Strategy including evacuation and Lockdown procedures. Share with all staff.	Emergency Plan Buddy establishment. Surrey guidance 2016	Spring 2017 and review as advised	Clear and concise Emergency Plan which is shared and understood by all staff.
Ensure full access for appropriate vehicles.	Maintain good relations with residents on Arran Way Ensure parking on school site is appropriate to ensure emergency vehicles can access appropriately.	Community Police Team Newsletters Disabled parking bays	Ongoing	Educational vehicles will have easy access into school Residents will be able to access their parking provision
Ensure movement around the site is accessible for disabled pupils including where possible access to non-disabled areas. e.g. toilets	Adult support to open doors Provision of handrails as appropriate. Table lift for use to ensure comfort and safety for both pupil and adult.	Full access for wheelchairs Hand rails Adult support Disabled toilets Wet/shower rooms Disabled parking bays OT and Physio advice	Ongoing	All children and adults will be able to access the school site

IMPROVING ACCESS TO INFORMATION

Target	Action	Resources	Timeframe	Outcomes
Improve availability of written information.	Class Newsletters half termly Whole school newsletters Open afternoons Review and reform website.	PPA Website	By Spring 2017 and then ongoing refinement and improvement	Parents have access to information about curriculum coverage
Develop IT and communication infrastructure.	IT audit and action plan. Provide adequate data points. Build on hardware and software resources for children and staff as the school grows e.g. visualisers, large/coloured keyboards	IT budget	Spring 2017 and ongoing	ICT across the school will be efficient supporting effective communication and infrastructure.
Where necessary be able to convert written information to different formats	Provide facility to access written information if reading and writing difficulty is experienced. ranslate/convert written information into other formats e.g. other languages	Babcock/SCC REMA	Ongoing	Stakeholders will be able to access written information despite language or disability