



# CRICKLADE MANOR PREP SCHOOL & NURSERY

## School Three Year Accessibility Plan

Whole School	Reviewed	Next Review	Signed
Yes (including EYFS)	01/22	09/22	<i>CAB</i>
Yes (including EYFS)	09/22	03/25	<i>CAB</i>

Year	Amendments
2022	<ul style="list-style-type: none"> <li>• Ensure that teaching staff create learning and resource lessons that are inclusive for all needs</li> <li>• To increase support for parents/carers of SEND pupils</li> <li>• To help pupils to become more aware of their own learning style and access needs</li> </ul>

# School Accessibility Plan

**Three Year period covered by the Plan:** September 2021- September 2024

## Introduction

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

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

This plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## 1. Starting Points

### 1.1 The purpose and direction of the school's plan: vision and values

1. This Accessibility Plan has been drawn up in consultation with the Headmaster, Business Manager and SENDCO and covers the period from November 2021 - November 2024
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are also committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Cricklade Manor Prep plans, over time, to increase the accessibility provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - 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.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as

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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 **aids** and **equipment**, which may assist these pupils in accessing the curriculum.

- Improve the delivery of **written information** to pupils, staff and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should, where appropriate and necessary, be made available in various preferred formats within a reasonable time frame.
4. Attached are Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
  5. We acknowledge that there is a need for ongoing awareness raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter.
  6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
    - Curriculum Policy
    - Equal Opportunities Policy
    - Health and Safety Policy (including off-site safety)
    - Special Educational Needs Policy
    - Behaviour Management Policy
    - School Development Plan
    - School Aims and Objectives
  7. The Action Plan for physical accessibility relates to the Site Audits of the school which are undertaken by the Headmaster, School Business Manager and Site Manager. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will be rolled forward into subsequent plans. The audit will need to be revisited prior to the end of the three-year plan period in order to inform the development of the new Plan for the following period.
  8. As curriculum policies are reviewed we will ensure that:
    - A section related to access may be added on Equality and Diversity;
    - The School Prospectus will make reference to the Accessibility Plan;
    - The School's Complaints Procedure covers the Accessibility Plan;
    - Information about our Accessibility Plan will be published in reports to the Wishford Advisory Board;
    - The Plan will be monitored by the School Business Manager and Proprietor;
    - The Plan will be monitored by ISI as part of their inspection cycle.

### 1.2 Information Gathering

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The collection of information is crucial to supporting Cricklade Manor Prep in making decisions about what actions would best improved opportunities and outcomes for disabled pupils, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us to identify which of our proprieties have been achieved.

Identifying disabled pupils, staff, parents and other users of the school is key to the development of the Plan.

### **1.3 Involvement of disabled pupils, staff, parents and other users of the school**

The school will consider and plan to involve disabled pupils, staff, parents and other users of the school. The school will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure that we will involve a range of people and hear a range of views. The views of the disabled pupils, staff, parents and other users of the school will be used to set priorities.

## **2. The Main Priorities of the School's Plan**

### **2.1 Setting Priorities**

The priorities for the Disability Equality Scheme action plan will be set in the light of:

- An examination of the information that the school has gathered; and
- The messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Some of the priorities identified will themselves be about:

- Improving information;
- Improving the involvement of disabled pupils, staff and parents.

### **2.2 Increasing the extent to which disabled pupils can participate in the school curriculum**

The following priority actions are to be introduced to increase pupil participation in the curriculum:

- Review of current curriculum and establish inclusivity;
- Address any areas of deficit and take appropriate action.

### **2.3 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

- There are currently no disabled pupils who require assistance.

## **2.4 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

The following priority actions are to be introduced to provide information for pupils:

- Material produced to be modified/adapted by teachers to accommodate a range of learning needs.

## **3. Making It Happen**

### **3.1 Implementation**

The scheme will be supported by detailed action plans and incorporated into the School development Plan, with oversight of the Proprietor so that progress can be checked.

### **3.2 Publication**

We will provide a copy for anyone asking for it in a range of formats, subject to suitable notice being given.

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A. Gathering Information				
Target	Strategies to implement 2021 - 2022	Strategies to implement 2022 - 2023	Strategies to implement 2023 - 2024	Responsible person
To maintain the monitoring system to support pupils with a special educational need or disability	Maintain register of SEND children - ongoing	Maintain register of SEND children - ongoing	Maintain register of SEND children - ongoing	SENCO
	Monitor patterns of attendance - monthly	Monitor patterns of attendance - monthly	Monitor patterns of attendance - monthly	SLT
	Monitor participation in offsite activities and residential visits - annual	Monitor participation in offsite activities and residential visits - annual	Monitor participation in offsite activities and residential visits - annual	SENCO/Form Tutors
	Record pupil achievements - ongoing	Record pupil achievements - ongoing	Record pupil achievements - ongoing	Form Tutors
To ensure the needs and aspirations of groups of users are met and understood	Invite parents and pupils, 1:1 teacher to contribute to LSP - termly and pupil profile annually	Invite parents and pupils, 1:1 teacher to contribute to LSP - termly and pupil profile annually	Invite parents and pupils, 1:1 teacher to contribute to LSP - termly and pupil profile annually	SENCO, 1:1 teacher and form tutors
B. Improving access to the curriculum				
To ensure that Cricklade Manor prep develops children's awareness of disability and learning difficulties	Review PHSEE curriculum to ensure understanding of learning difficulties and disability is taught effectively eg Dyslexia, Dyspraxia and ADHD	New SCARF curriculum put in place.		Head of PHSEE
		Provide opportunities for pupils to engage with visitors who have a variety of educational and physical needs eg speakers to the school assemblies/theme d events:	Plan to ensure an equal representation as part of EDI	Head of PHSEE
			Review provision in other curriculum areas eg PE/Art/ Music	Subject leaders/Form tutors/Head of PHSEE
	Review clubs timetable includes a wide variety of	Review clubs timetable: ongoing	Review clubs timetable	Deputy Head/ Head of Activities

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	extra curricular activities suitable for all ages and abilities			
Ensure staff are sufficiently trained and are able to identify and cope with disabilities such as dyslexia, ADHD, diabetes and other health problems	Review the SEND register and ensure that the Twilight training sessions reflect the needs of the children and staff	Review the SEND register and ensure that the Twilight training sessions reflect the needs of the children and staff	Review the SEND register and ensure that the Twilight training sessions reflect the needs of the children and staff	SLT/SENCO
Ensure that teaching staff create learning and resource lessons that are inclusive for all needs	Interactive white boards/ paper resources to have cream backgrounds to decrease visual stress CPD to be held in January in line with new Display Policy	Pictorial signage within school to support pupils with dyslexia - majority of pupils in school with special educational needs are dyslexic: No children as yet with this specific need. To be adapted as required.	Adaptive teaching format to be put into place within planning to include: detailed scaffolding and specifically the correct use of LSAs in the classroom: CPD June 23.	Teachers/SENCO
Ensure that all staff can differentiate the curriculum and are aware of SEND resources, including extending the most able	Review planning folders each term  Develop a GATi programme	Review planning folders each term  Extend the GATi programme	Review planning folders each term  Review the GATi programme	Heads of Subject/Director of Teaching and Learning
Supply teachers are informed of additional needs/strategies for SEND pupils	LSP updated to include strategies suggested by external professionals	Planning folders updated to include LSP and pupil profiles for relevant pupils - termly	Planning folders updated to include LSP and pupil profiles for relevant pupils - termly	Teachers
<b>C. Improving access to information</b>				
To review information to parents/carers to ensure that it is accessible	Update school website regularly with who school information and communications/ weekly Cricklade Chronicle - ongoing	Update school website regularly with who school information and communications/ weekly Cricklade Chronicle - ongoing	Update school website regularly with who school information and communications/ weekly Cricklade Chronicle - ongoing	School Office
		Review all current school publications (brochures/newsletters and other forms of information. Website to state assistance		SLT/School Office

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		available if required. SENCO has compiled a list of other languages spoken/written by staff.		
			Ensure that planned parent portal caters for those with visual impairment eg enlarged font size and audio version	Marketing
To increase support for parents/carers of SEND pupils	Parents/carers invited to LSP meetings with 1:1 support teacher termly	Parents/carers invited to LSP meetings with 1:1 support teacher and form tutor termly		SENCO; 1:1 teacher, form tutor
	Share the updates from new Code of Practice to the parents Still awaiting White Paper.	Review and publish appropriate SEND guidance and documentation on the school website (SEND Report and Policy)		SENCO
	Review and update the Cricklade Manor Prep Reading record to explicitly welcome pupils with 1:1 plans	Review and update the Cricklade Manor prep Pupil Planner to explicitly welcome pupils with SEND: the planner is now a reading record so no adaptations needed.		SENCO/Deputy Head
To help pupils to become more aware of their own learning style and access needs	Create questionnaire/ analysis Director of Teaching and Learning is in the process of devising this.	Review and develop strategies for pupils to experience different learning styles throughout the curriculum	Review and develop strategies for pupils to experience different learning styles throughout the curriculum	SENCO/Head of Assessment and Learning
<b>D. Improving access to the physical environment</b>				
To provide appropriate access to all users	Seek information on the needs of users and pupils - ongoing	Seek information on the needs of users and pupils - ongoing	Seek information on the needs of users and pupils - ongoing	SENCO
		Review access to school buildings to ensure it is user friendly: Yellow stripes added to the edge of steps for visually impaired child in Nursery		School Business Manager



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To maintain a safe and stimulating environment for all users	Train and share manual handling risk assessment with all staff	Train and share manual handling training with all staff at induction	Train and share manual handling training with all staff at induction	School Business Manager
	Review all health and safety policies and share with all staff in staff meeting	Review all health and safety policies and share with all staff in staff meeting	Review all health and safety policies and share with all staff in staff meeting	School Business Manager
			To provide a sensory space to support social and emotional needs of the pupils	SENCO/School Business Manager/Mental Health Lead
	Provide Health and Safety training - ongoing	Provide Health and Safety training - ongoing	Provide Health and Safety training - ongoing	School Business Manager
To ensure all SEND adults are considered equally with others for posts in the school		Review application procedure and modify as necessary	Review application procedure and modify as necessary	School Business Manager/HR/SLT
Create a classroom that reflects the needs of the pupils in the classroom	Visual timetable displayed in every classroom - termly	Twilight Training on creating a powerful learning environment	Ensure all classrooms are designed and organised with an explicit understanding of the pupils in the group.	Form Tutors