



CRAMLINGTON LEARNING VILLAGE

ACCESSIBILITY PLAN

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Approved By	Standards and Outcomes Committee
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Responsible Officer	Jane Arthur, SENDco

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1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- c) In the Equality Act (2010) ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The guidance advises that the plan should be reviewed every three years and approved by the governing body, however it is the policy of the school that it will be reviewed every year. The review process can be delegated to a committee of the governing body, an individual or the headteacher.

At Cramlington Learning Village we are committed to working together to provide an inspirational and exciting learning environment where all students can develop an enthusiasm for life-long learning. We believe that students should feel happy, safe and valued, so that they gain a respectful, caring attitude towards each other.

The plan structured to complement and support the school’s SEND Policy, and will be published on the school website.

Cramlington Learning Village is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Cramlington Learning Village Accessibility Plan demonstrates the access for disabled students, staff and visitors to the school and acknowledges the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Ensure access to the curriculum for students with a disability, expanding the **curriculum** as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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 the provision of **auxiliary aids and equipment**, which may assist these students in accessing the curriculum within a reasonable time frame;
- Ensure and maintain 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 students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

The Cramlington Learning Village Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health and Safety
- School Prospectus
- School Improvement Plan
- Anti-Bullying Policy
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy
- Medical Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the school which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by governors.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Ensure access to the curriculum for students with a disability
- Ensure and maintain access to the physical environment
- Improve the delivery of written information to students

Our objectives are detailed in the Action Plan below.

3. Current Good Practice

We ask about any disability or health condition in early communications with new parents and carers. For parents and carers of students already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

We work collaboratively with a range of professional services to ensure support is effective.

We have developed a triage system to support SEMH at point of need.

All teachers receive ongoing training to ensure all teachers are teachers of SEND students.

Physical Environment

Disabled students can access all areas of the school apart from the top level of Innovate Block if a lift is required. However, there are science classrooms in other accessible parts of the school.

Curriculum

There is no area of the curriculum to which disabled students have limited or no access, although some areas of the curriculum could present particular challenges for some students, for example PE for students with a physical impairment and science and technology for students with a sensory impairment.

Information

Different forms of communication are made available to enable all disabled students to express their views and to hear the views of others. Access to information is planned with a range of different formats available for disabled students, parents and staff.

4. Access Audit

The school consists of several buildings some on one level and others with 2 or 3 storeys. Each building has several access points and all have accessible doorways. There are lifts in all buildings with more than one level which can accommodate wheelchairs and are maintained on a regular basis.

On-site car parking for staff and visitors include several dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby fully accessible to wheelchair users. There are disabled toilet facilities available to students, staff and visitors in each building.

The school has internal emergency signage and escape routes are clearly marked. This includes refuge areas for wheelchair users and evacuation chairs in each stairway. The lifts are also fire-proofed. When the fire alarm sounds red lights flash to indicate a fire alarm to those with hearing impairments. Personal Evacuation Plans (PEEP) are written for students who require them depending on individual need.

There have been many adaptations made for students with visual impairments such as yellow thresholds, contrast backing around door release buttons, glass doors have visual indicators, stairs have yellow edges and appropriate signage is used.

There are 3 hygiene rooms available for students with physical needs and toilets for the disabled are distributed throughout the school.

5. Management, co-ordination and implementation

- We will consult with experts regarding accessibility for students with disabilities on an ongoing basis

ACCESSIBILITY PLAN

Aim 1: To increase the extent to which disabled students can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students and prospective students with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with feeder schools at transition points to review potential intake for September 2021	To identify students who may need additional to or different provision for September 2021	September 2021	SEND/CO/Transition Manager/ HOY/ Head of JLV Head of Sixth form	Procedures/equipment in place by September 2021 Student needs are met
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT SEND/CO Governors	All policies clearly reflect inclusive practice and procedure Student needs are met
To establish close liaison with parent/carers	To ensure collaboration and information sharing between school and families	Ongoing	SLT SEND/CO SEN staff Pastoral staff Teaching staff Admin staff Previous school	Clear collaborative working approach Student needs are met
To establish close liaison with outside agencies for students with ongoing health needs	To ensure collaboration between all key personnel	Ongoing	SLT SEND/CO TAs Pastoral staff Outside agencies Previous school	Clear collaborative working approach Student needs are met
To ensure full access to the curriculum for all students	Outside visits, CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with reasonable adjustments • The use of appropriate assessment tools to assist in developing learning opportunities for students and also in assessing 	Ongoing	Teaching staff SEND/CO TAs	Advice taken and strategies evident in classroom practice. Student with SEN and disabilities supported and able to access the curriculum

	<p>progress in different subjects</p> <ul style="list-style-type: none"> • A range of support staff including trained TAs • Multimedia activities to support learning • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy, physiotherapy and medical physics • Recording in ISP reviews and on EHC plans 			
To finely review attainment of all SEND students	<p>SENCO/Year Team meetings ISP reviews and EHC plans Student progress Scrutiny of assessment system Regular liaison with parents Focused SPT meetings</p>	Termly	<p>Teaching staff Year Team SENDCO SPT Head of subject departments</p>	<p>Progress made towards ISPs show clear targets and progress made Review data shows progress of all SEND students</p>
<p>To ensure the inclusion of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching</p>	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as laptops and specialised keyboard • Making reasonable adjustments to ensure 	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in teaching and learning Ensuring that the needs of all disabled students, parents and staff are met within the school</p>

	<p>disabled students to participate successfully in lessons</p> <ul style="list-style-type: none"> • Assistive technologies such as reading pens and reading apps • Creating positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people 			
To evaluate and review the a short and long term targets annually	<p>CAM meetings Portfolio visits Report to Governors</p>	Annually	SLT/Core curriculum co-ordinators Governors	All students making good progress
To deliver findings to the Governing Body	Report to Governors	Annually SEN Governor/SENCO meetings	SEND SLT/SEN Governor	Governors fully informed about SEN provision and progress

2. To ensure the physical environment of the school is accessible to students with an SEN or disability so that they can fully access education and associated services.

There are lifts in every building as required and all classrooms are accessible apart from Innovate 2nd floor. Students with physical needs are not timetabled in these classrooms. There are ramps to allow access to every building. There are also many adaptations for visually impaired students such as yellow strips on stairs, yellow highlighting tape on physical hazards. Improved signage is also in place.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical environment of the school	The school will take account of the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT/Governors	Enabling needs to be met where possible.
Ensure appropriate sensory environment for all children,	Audit of spaces to support SEMH Adaptions to classrooms, depending on the need.	Ongoing	Teaching and non-teaching staff	Appropriate environment maintained. Student needs are met
To ensure that the medical needs of all students are met fully within the capability of the school	To liaise with parent/carers and external agencies, identifying training needs and establish individual	Ongoing	SEND/CO/Health Care Plans/TAs/Health Service personnel/Safeguarding Lead	To ensure that disabled students medical needs are met in school

	<p>protocols where needed. Care plans in place as necessary. EVAC chair training for specified staff Complete Personal Evacuation Plans (PEEP) for individual students Complete Intimate Care plans for individual students</p>			
Ensuring disabled parents have every opportunity to be involved	<p>Utilise disabled parking spaces for disabled to drop off and collect students Arrange for interpreters as appropriate Questionnaire to assess needs Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents</p>	To be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
To ensure driveway, roads, paths around school are as safe as possible.	<p>Communication with parents via Safety messages/ letters/ newsletters Regular checks to be made.</p>	Ongoing	All staff/site staff	Students are safe and needs are met

To maintain accreditation of Well Being Award for Schools	Continue to work towards Well Being targets	Reviewed in 2023	PSHE/Healthy School Co-ordinator Whole school approach	Maintaining award
To achieve accreditation of Anti Bullying Alliance Award	Work towards Anti Bullying targets	2021	PSHE/Healthy School Co-ordinator Whole school approach	Accreditation of award

Aim 3: To improve the delivery of information to disabled students and parents

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To support parents with disabilities	Regular communication with parents Interpreter provided for parents as appropriate	Ongoing	Year Team SLT	Home-school communication effective
To ensure all students with communication/sensory difficulties have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies	Ongoing	All staff to be aware	Students with communication difficulties are able to access the curriculum
To enable improved access to written information for students, parents and visitors	Raising awareness of font size and page layouts will support students with visual impairments Auditing the school library to ensure the availability of large font and easy read texts will improve access Auditing signage around the school to ensure it is accessible to all Continue to investigate assistive technologies to support students	Ongoing	School Director of Business & Finance SENDCO School LRC Manager	Students, parents and visitors able to access information appropriately
To review students records ensuring school's awareness of any disabilities	Information collected about new students Information available for all staff ISP reviews and EHC Plans	Annually	All staff Outside agencies Parents/carers	Each teacher/staff member aware of disabilities of students in their classes

	Health Care Plans Disabilities information on Frog Staff CPD			
School record system to be reviewed and improved where necessary	Record keeping system to be reviewed	Continual review and improvement	Year Teams Data Manager SLT SEN team Admin team	Effective communication of information about disabilities throughout school

Acronyms

- SENDCo Special Educational Needs and Disabilities Coordinator
- SEND Special Educational Needs and Disabilities
- SEMH Social, Emotional and Mental Health
- PEEP Personal Evacuation Plan
- SLT Senior Leadership Team
- HOY Head of Year
- ISP Individual Support Plan
- EHC(P) Education, Health and Care Plan
- SPT Strategic Policy Team
- CAM Curriculum Area Manager
- LRC Learning Resource Centre