

We are an ambitious and inclusive Trust of schools strengthening communities through excellent education.

# **Accessibility Policy and Action Plan**

Responsibility for approval: TWT Senior Executive

Date of approval: July 2023



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#### **1.0** Policy Statement

1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools.

#### 2.0 Scope and purpose

2.1 This policy applies to all school leaders, staff, parents and pupils. The purpose of the plan is to:

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

#### 3.0 Definition

3.1 This policy applies to all school leaders, staff, parents, and pupils. For the purpose of this document:

- the Ted Wragg Multi Academy Trust is referred to as The Trust of Schools,
- references to 'teachers' include all paid staff responsible for the supervision of pupils,
- references to 'pupils' include all learners in our school,
- references to 'school' refers to all education settings, regardless of type and
- we refer to Section 576 of the Education Act which defines the 'parent' of a pupil or young person as:
  - $\circ$  both of their natural parents, whether they are married or not.
  - any person who, although they are not the natural parent, has parental responsibility for the pupil or young person, as defined in the Children Act (1989).
  - any person who, although not the natural parent, has the care of the pupil or young person i.e., a person with whom the pupil lives, irrespective of their relationship to the pupil.
- 3.2 Disability is defined by The Equality Act 2010 as:

"A person has a disability 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 carry out normal day to day activities".

3.3 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.

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#### 4.0 Legal framework

- 4.1 This Policy will be published on the Trust's website and as a statutory policy will be included in the Trust's Policy Monitoring Schedule.
- 4.2 This plan is drawn up in accordance with the planning duty in The Equality Act 2010. It also draws on the guidance set out in 'The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities', issued by the DfE in May 2014. The Trust recognises its duty under The Equality Act 2010:



- not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services
- not to treat students with disabilities less favourably for a reason related to their disability
- to make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage
- to publish an accessibility plan that will increase access to education for students with disabilities
- 4.3 The admissions policies are consistent with compliance with The Equality Act 2010.
- 4.4 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.

#### 5.0 Introduction

- 5.1 Cranbrook Education Campus aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 5.2 At Cranbrook Education Campus, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

#### 6.0 Aims

- 6.1 The Trust's aim is to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Cranbrook Education Campus is a fully inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all learners fairly and with respect, and this involves providing access and opportunities for all learners without discrimination of any kind. Everyone in our school is important and included.
- 6.2 The Trust's key objectives are to reduce and eliminate barriers for access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.
- 6.3 The Trust aims to reduce and eliminate barriers to access to the curriculum and to full participation in the school for students, and prospective students, with a disability.
- 6.2 The Trust aims to reduce and eliminate barriers to access to the building and environment for all stakeholders in the school including students, staff and visitors.
- 6.3 To support the mission, vision and values of the Trust and its schools.
- 6.4 To recognise and value parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respect the parents' and the child's right to confidentiality.
- 6.5 The school ensures a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning, through:
  - intelligent sequencing



- adaptive teaching
- effective formative assessment
- 6.6 The Trust is committed to ensuring that adequate resources will be allocated to the implementation of the plan.
- 6.7 This plan should be read in conjunction with the SEND Policy and the SEND Information Report.
- 6.8 This Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

#### 7.0 Who is responsible for this policy?

- 7.1 The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory requirements. The Trust has delegated day-to-day responsibility for operating the policy to the local governing body and Headteacher of each school.
- 7.2 The local governing body and senior leadership team at each Trust school have a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for fulfilling their roles and supporting to ensure its success.

#### 8.0 Action Plan

- 8.1 The Action Plan (See appendix 1) sets out what we believe is current good practice and what the aims of our Accessibility Plan are in accordance with the Equality Act 2010.
- 8.2 Cranbrook Education Campus recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning. We will monitor:
  - admissions
  - attainment
  - attendance
  - rewards
  - sanctions
  - exclusions and seclusion
  - selection and recruitment of staff

#### 9.0 Reviewing this Policy

- 9.1 This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary or in the following circumstances:
  - Changes in legislation and/or government guidance
  - As a result of any other significant change or event
  - If the policy is determined not to be effective

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#### **10.0** Cranbrook Education Campus Action Plan

Responsibility for approval: Senior Exec Date of approval: July 2023

|   |  |  |                   | <u>Wrag</u>     |  |  |  |  |
|---|--|--|-------------------|-----------------|--|--|--|--|
|   |  | Education Campus   |                   |                 |  |  |  |  |
| Aim 1 - To ensure all disabled pupils can participate in the school curriculum. |  |  |                   |                 |  |  |  |  |
| Target  | Current Good Practice                                  | Further Actions to be Taken                                    | Timescale         | Persons         |  |  |  |  |
|   |  |  |                   | Responsible     |  |  |  |  |
| Ensure the school   | Our school offers a broad and                          | Increase confidence of staff in                                | Termly            | Subject Leaders |  |  |  |  |
| curriculum is fully   | balanced curriculum for all                            | adaptive teaching methods.                                     | subject           | SENCo           |  |  |  |  |
| accessible to all pupils  | pupils. We use resources                               | adaptive teaching methods.                                     | monitoring        | Headteacher     |  |  |  |  |
| including those with a  | tailored to the needs of                               | Ensure all staff are aware of                                  | monitoring        | ricadicacher    |  |  |  |  |
| disability.   | pupils who require support to                          | disabled children's curriculum                                 | Transition        |                 |  |  |  |  |
| ,   | access the curriculum.                                 | access via Individual Needs                                    | points and        |                 |  |  |  |  |
|   |  | Plans and information sharing                                  | ,<br>when         |                 |  |  |  |  |
|   | Subject monitoring cycles                              | with all agencies.   | Individual        |                 |  |  |  |  |
|   | focus on the extent to which                           |  | Needs Plans       |                 |  |  |  |  |
|   | disabled pupils can                                    | An annual review of staff                                      | are written       |                 |  |  |  |  |
|   | participate in the curriculum                          | training needs relating to SEND                                |                   |                 |  |  |  |  |
|   | and whether staff have high                            | becomes part of an embedded                                    |                   |                 |  |  |  |  |
|   | expectations for all pupils.                           | cycle of auditing staff training                               |                   |                 |  |  |  |  |
|   |  | needs, planning training to                                    |                   |                 |  |  |  |  |
|   | Curriculum progress is<br>tracked for all pupils,      | meet these needs, and review                                   |                   |                 |  |  |  |  |
|   | including those with a                                 | of the impact of the training.                                 |                   |                 |  |  |  |  |
|   | disability.  | Staff trained to meet individual                               |                   |                 |  |  |  |  |
|   | discipliney.   | medical needs of pupils where                                  |                   |                 |  |  |  |  |
|   | Support for individuals and                            | applicable.  |                   |                 |  |  |  |  |
|   | their personalised needs                               |  |                   |                 |  |  |  |  |
|   | identified in teachers                                 | Curriculum resources include                                   |                   |                 |  |  |  |  |
|   | planning.  | examples of people with  |                   |                 |  |  |  |  |
|   |  | disabilities.  |                   |                 |  |  |  |  |
| All school visits and trips   | Advice sought from specialist                          | Review any circumstances                                       | Termly            | Attendance      |  |  |  |  |
| to be accessible to all.  | advisors where relevant.                               | where pupils with a disability                                 |                   | Leader          |  |  |  |  |
|   |  | have been absent for a school                                  |                   | SENCo           |  |  |  |  |
|   | Relevant information                                   | trip and use pupil conferencing                                |                   | Class Teacher   |  |  |  |  |
|   | included on risk assessments.                          | or meetings with parents to<br>ensure that this was not due to |                   |                 |  |  |  |  |
|   |  |  |                   |                 |  |  |  |  |
|   | Meetings with parents prior to trip.                   | inaccessibility of the trip.                                   |                   |                 |  |  |  |  |
| Ensure disabled children  | Advice sought from specialist                          | Increase the number of pupils                                  | Termly            | SENCo           |  |  |  |  |
| participate equally in  | advisors where relevant.                               | with a disability attending an                                 | renny             | SENCO           |  |  |  |  |
| after school and  |  | extra curricular activity to                                   |                   |                 |  |  |  |  |
| lunchtime activities.   | Relevant information                                   | above 85%.   |                   |                 |  |  |  |  |
|   | included on risk assessments.                          |  |                   |                 |  |  |  |  |
|   |  |  |                   |                 |  |  |  |  |
|   | Attendance of pupils with a                            |  |                   |                 |  |  |  |  |
|   | disability at extra curricular                         |  |                   |                 |  |  |  |  |
|   | activities is monitored.                               |  |                   |                 |  |  |  |  |
| Aim 2 - To improve the  | hysical environment of the                             | he school to increase the ext                                  | ent to which d    | isabled nunils  |  |  |  |  |
|   | education and associated s                             |  |                   | isableu puplis  |  |  |  |  |
| Access for disabled   | The school follows all current                         |  | Ac                | Headteacher     |  |  |  |  |
| members of the school   | guidance.  | Advice of specialists sought if<br>necessary.                  | As<br>appropriate | reautedthei     |  |  |  |  |
| community is considered   | Buluance.  | 1100033al y.   | appropriate       |                 |  |  |  |  |
| at the planning stage of  | The school considers the                               |  |                   |                 |  |  |  |  |
| as the planning stage of  |  | 1  |                   |                 |  |  |  |  |
|   | needs of disabled members                              |  |                   |                 |  |  |  |  |
| any future building works.  | needs of disabled members<br>when considering building |  |                   |                 |  |  |  |  |

| Maintain the physical<br>environment of the<br>school. Ensure that paying slabs,<br>kerbs pathways etc. are<br>maintained so they are level<br>and smooth to avoid hazards.<br>Ensure disabled parking bay<br>is accessible at all times.<br>Ensure disabled toilets are<br>maintained and compilant.<br>The environment is adapted<br>to the needs of opulits as<br>required. This includes:<br>• Litts.<br>• Corridor width.<br>• Disabled parking<br>bays.<br>• Disabled toilets and<br>changing facilities.<br>• Litts.<br>• Corridor width.<br>• Disabled parking<br>bays.<br>• Disabled toilets and<br>changing facilities.<br>• Litts.<br>• Disabled parking<br>bays.<br>• Disabled toilets and<br>changing facilities.<br>• Utras.<br>• Disabled toilets and<br>changing facilities.<br>• Utras.<br>• Disabled toilets and<br>changing facilities.<br>• Discores facilities.<br>• Internal signed.<br>• Large print<br>resources.<br>• Discores a range of<br>communication methods to<br>impairment Team to be<br>symbolic<br>representations.<br>Resources form whole school<br>training made and avalable<br>for use e.g. dysexia friendly<br>resources<br>• Large print<br>resources<br>• Discores of learners induding:<br>• Dictation orfware<br>• Chrome Books   |                          |                               |                                 |               | <u>Wrage</u>  |
|--|--------------------------|-------------------------------|---------------------------------|---------------|---------------|
| and smooth to avoid hazards.     Ensure disabled parking bay<br>is accessible to all times.     Ensure disabled parking bay<br>is accessible to all times.     Ensure disabled coliets are<br>maintained and compliant.     Image: Colient of the needs of pupils as<br>required. This includes: <ul> <li>Uffs.</li> <li>Corridor width.</li> <li>Disabled parking<br/>bays.</li> <li>Disabled tolets and<br/>changing facilities.</li> <li>Ubary sheves a<br/>wheelchair-<br/>accessible height.</li> </ul> <li>Ensure a robust<br/>evacuation Pince (PEEPS)<br/>and this communicated<br/>medificulties with physical<br/>disatif.</li> <li>Our school uses a range of<br/>with classroom staff.</li> <li>All 3 - To improve the delivery of information to disabled pupils and parents.</li> <li>Review ICT equipment and<br/>hearing impaired children.<br/>representations.</li> <li>Review ICT equipment and<br/>software in line with<br/>pupil's needs.</li> <li>Use a range of ICT<br/>equipment to support the<br/>needs of labeled<br/>learners.</li> <li>Dictation software<br/>indeeds of labeled<br/>elaerners.</li> <li>Dictation software<br/>index.</li> <li>Dictation software<br/>index.<td>environment of the</td><td>kerbs, pathways etc. are</td><td></td><td>Daily</td><td>Safety Leader</td></li>  | environment of the       | kerbs, pathways etc. are      |                                 | Daily         | Safety Leader |
| is accessible at all times.<br>Ensure disabled toilets are<br>maintained and compliant.<br>The environment is adapted<br>to the needs of pupils as<br>required. This includes:<br>Uits.<br>Corridor width.<br>Disabled parking<br>bays.<br>Disabled toilets and<br>changing facilities.<br>Uibrays helves at<br>wheelchair-<br>accessible height.<br>Ensure a robust<br>Ensure a robust<br>Ensure a coust<br>Ensure a robust<br>Ensure a robust<br>Disabled to its soft.<br>Aim 3 - To improve the delivery of information to disabled pupils and parents.<br>Recommendations made<br>Our school to be aware of services<br>available for visually and<br>hearing impaired children.<br>Ensure al staff are aware of<br>guidance on accessible formats.<br>Ensure al staff are aware of<br>guidance on accessibl |                          |                               |                                 |               |               |
| maintained and compliant.<br>The environment is adapted<br>to the needs of pupils as<br>required. This includes:<br>   |                          |                               |                                 |               |               |
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| <ul> <li>Corridor width.</li> <li>Disabled parking bays.</li> <li>Disabled parking bays.</li> <li>Disabled toilets and changing facilities.</li> <li>Library shelves at wheelchair-accessible height.</li> <li>Ensure a robust execution procedure for students, staff and visitors with special between buildings and textmal areas to support the eds. Including mobility difficulties with updated disabilities and additional needs. Including mobility at their and shared with classroom staff.</li> <li>Aim 3 To improve the delivery of information to disabled pupils and parents.</li> <li>PEEPS written and shared with classroom staff.</li> <li>Aim 3 To improve the delivery of information is accessible. This includes:</li> <li>Ensure al staff are aware of services available for visually and hearing impaired children.</li> <li>Individual pupil's needs.</li> <li>Individual pupil's needs.</li> <li>Vertorial or symbolic representations. Resources.</li> <li>Pictorial or symbolic representations. Resources from whole school training made and available for visually and parents.</li> <li>Individual pupil's needs.</li> <li>Individual pupil's needs.</li> <li>Sensure al staff are aware of guidence on accessible formats.</li> <li>Individual pupil's needs.</li> <li>Sensure al staff are aware of guidence on accessible formats.</li> <li>Individual pupil's needs of disabled ences a range of ICT equipment to support the needs of disabled learners including:         <ul> <li>Dictation software</li> <li>Dictation software</li> <li>Dictation software</li> <li>Chrome Books</li> </ul> </li> </ul>  |                          | to the needs of pupils as     |                                 |               |               |
| <ul> <li>Disabled parking bays.</li> <li>Disabled toilets and changing facilities.</li> <li>Library shelves at wheelchair-accessible height.</li> <li>Ensure a robust</li> <li>Ensure a power appropriate supervision during transition between buildings and external areas to support diabilities and additional diabilities and additional needs.</li> <li>PEEPS written alongside Health and Safety Leader.</li> <li>SENCO Headteacher</li> <li>Vexuation PIAIS (PEEPS)</li> <li>PEEPS written alongside Health and Safety Leader.</li> <li>SENCO Headteacher</li> <li>Vexuation PIAIS (PEEPS)</li> <li>PEEPS written and shared with classroom staff.</li> <li>Alim 3 - To improve the delivery of information to disabled pupils and parents.</li> <li>Recommendations made by the Visual/Hearing impairment Team to be ensure information is accessible. This includes:         <ul> <li>Internal signage.</li> <li>Large print resources.</li> <li>Pictorial or symbolic repersentations.</li> <li>Resources from whole school training made and available for use e.g. dyskist friendly resources</li> <li>Pictorial or symbolic repersentations.</li> <li>Resources from whole school training made and available for use e.g. dyskist friendly resources</li> <li>Pictorial or symbolic repersentations.</li> <li>Review ICT equipment and software in line with pupils' needs.</li> </ul> </li> <li>Use a range of ICT equipment to support the needs of disabled ensure in line with pupils' needs.</li> <li>Dictation software in Dire with pupils' needs.</li> </ul>  |                          | • Lifts.                      |                                 |               |               |
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| evacuation procedure for<br>students, staff and<br>visitors with special<br>needs, including mobility<br>difficulties with updated<br>Personal Emergency<br>Evacuation Phans (PEEPS)<br>and this is communicated<br>to all staff.<br>Aim 3 - To improve the<br>elelivery of information to disabled pupils and parents.<br>Recommendations made<br>by the Visual/Hearing<br>Impairment Team to be<br>implemented and<br>reviewed annually.<br>Use a range of ICT<br>equipment to support the<br>needs of disabled<br>learners.<br>Use a range of ICT<br>equipment to support the<br>needs of disabled<br>learners.   | Ensure a robust          |                               | PEEPs written alongside Health  |               | SENCo         |
| needs, including mobility<br>difficulties with updated<br>Personal Emergency<br>Evacuation Plans (PEEPS)<br>and this is communicated<br>to all staff.students with physical<br>disabilities and additional<br>needs.students with physical<br>disabilities and additional<br>needs of disabled<br>learners including:<br>needs.students with physical<br>disabilities and additional<br>needs.students with physical<br>disabilities and a  | evacuation procedure for | supervision during transition | _                               |               | Headteacher   |
| difficulties with updated<br>Personal Emergency<br>Evacuation Plans (PEEPS)<br>and this is communicated<br>to all staff.disabilities and additional<br>needs.disabilities and additional<br>needs.In line with<br>needs.SENCoComputing<br>needs.SENCoUse a range o   |                          |                               |                                 |               |               |
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| and this is communicated<br>to all staff.PEEPS written and shared<br>with classroom staff.PEEPS written and shared<br>with classroom staff.Image: Commendation shared<br>staff.Commendation shared<br>staff.School to be aware of services<br>available for visually and<br>hearing impaired children.In line with<br>individual<br>pupil's needsSENCo<br>Class TeacherRecommendations made<br>by the Visual/Hearing<br>implemented and<br>reviewed annually.Our school uses a range of<br>communication methods to<br>ensure information is<br>accessible. This includes:<br>• Internal signage.<br>• Large print<br>resources.School to be aware of services<br>available for visually and<br>hearing impaired children.<br>guidance on accessible formats.In line with<br>individual<br>pupil's needsSENCo<br>Class TeacherUse a range of ICT<br>equipment to support the<br>needs of disabled<br>learners.Preconduses a range of<br>ICT equipment to support the<br>needs of learners including:<br>• Dictation software<br>• Chrome BooksReview ICT equipment and<br>software in line with pupils'<br>needs.In line with<br>pupil's needs.Computing<br>Leader<br>SENCo  | Personal Emergency       |                               |                                 |               |               |
| Aim 3 - To improve the delivery of information to disabled pupils and parents.Recommendations made<br>by the Visual/Hearing<br>Impairment Team to be<br>implemented and<br>reviewed annually.Our school uses a range of<br>communication methods to<br>ensure information is<br>accessible. This includes:<br>• Internal signage.<br>• Large print<br>resources.School to be aware of services<br>available for visually and<br>hearing impaired children.<br>Ensure all staff are aware of<br>guidance on accessible formats.In line with<br>individual<br>pupil's needsSENCO<br>Class Teacher0 ur school uses a range of<br>implemented and<br>reviewed annually.Internal signage.<br>• Large print<br>resources.Ensure all staff are aware of<br>guidance on accessible formats.In line with<br>individual<br>pupil's needsClass Teacher• Pictorial or<br>symbolic<br>representations.<br>Resources from whole school<br>training made and available<br>for use e.g. dyslexia friendly<br>resourcesReview ICT equipment and<br>software in line with pupils'<br>needs.In line with<br>pupil's needs.Computing<br>LeaderUse a range of ICT<br>equipment to support the<br>needs of disabled<br>learners.Dictation software<br>• Chrome BooksReview ICT equipment and<br>software in line with pupils'<br>needs.In line with<br>pupil's needs.Computing<br>Leader   |                          | PEEPS written and shared      |                                 |               |               |
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| learners.  | -                        | ICT equipment to support the  |                                 |               | . –           |
| Chrome Books   |                          | _                             | needs.                          |               | SENCo         |
|  | learners.                |                               |                                 |               |               |
| CPENs  |                          |                               |                                 |               |               |