



CAVENDISH CLOSE JUNIOR SCHOOL

Accessibility Plan May 2016 – May 2019

Cavendish Close Junior School, Deborah Drive,
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Headteacher: Mr S Field
Lead member of staff: Mrs Sarah Fowler (Assistant Headteacher/SENCO)

Signed: Simon J Field (Headteacher)

Date: 23rd May 2016

Date of Next Review: May 2019

Vision Statement

Cavendish Close Junior School values the abilities and achievements of all its pupils, and is committed to providing each pupil with the best possible environment for learning. Our Vision is that, at the end of their time with us, all of our children will take with them a love of learning, having developed:

- a curiosity to learn about the world around them, questioning what they do not understand;
- the confidence and resilience to make mistakes and learn from them;
- the skills required to be independent learners, as well as the ability to work together with others when appropriate;
- the determination to succeed and to achieve their full potential.

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

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

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

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) 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, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

We are a larger than average Junior School situated within the Chaddesden area of Derby. We educate children within the age range 7 to 11 years. The school comprises of a brand new purpose built two storey construction.

The School's Aims

- to develop a partnership between the school and home
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- the curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

Current accessibility arrangements

Admissions

The admission for ALL pupils is in accordance with national legislation, including the Equality Act 2010. This includes children with all levels of SEN; those with Education Health Care plans and those without. In common with other maintained schools, the local authority (Derby City Council) administers admissions into school.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- SEN Governor- Mrs Bowen
- Headteacher – Mr Field
- SEND Coordinator – Mrs Fowler
- Premises Manager – Mr Durham
- School Business Manager – Mrs Goodwin

Characteristics of our School

Current school organisation with respect to accessibility

- Our school is housed in a brand new building on two floors; access to the upper floor is by two internal staircases and a lift is available if required. Use of these classrooms can be rotated to meet pupils' needs. The new building was opened in January 2016, and complies all current building regulations.
- There are public access rooms on both floors (toilets, hall, library and entrance doors on ground floor, toilets and studio on the upper floor - lift available if required).

- There are 11 external doors, all of which are leading to a clear, straight and level pathway around the whole school.
- Disabled toilets are installed in the reception area, two more on the lower floor and one on the first floor. There is a clinical waste bin provided. One disabled toilet has a wet room (shower) facility.
- All pupil sinks are fitted with push taps or in the classrooms lever taps.
- All toilets have low level hand dryers.
- There are two disabled parking spaces with a ramp for easy access.

Our ethos - to encourage children to develop to their full potential and succeed as individuals, and to reward them for their effort, achievement and good behaviour. We provide equality of opportunity and promote high standards in all aspects of school life.

Our values - we have always promoted values which are included in what are now described as 'British Values', i.e. democracy; the rule of law; individual liberty; mutual respect; and tolerance of those of different faiths and beliefs.

Our vision - at Cavendish Close Junior School, we want our pupils to be: Curious Confident Committed Children.

Our vision and values with respect to accessibility

- To be an inclusive school and to put into place the practice in all aspects of our work that ensures that all learners, including pupils with disability, are given equality of opportunity and treated fairly. This means that equality of opportunity must be a reality for all children, including pupils with disabilities.
- To promote and achieve high standards for all by providing teaching and learning of the highest quality.
- To treat learners as individuals and to differentiate teaching and learning of the highest quality.
- To make reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.
- To ensure that all learners, including pupils with disabilities, benefit from and enjoy a rich broad, balanced curriculum presented in an interesting, exciting and imaginative manner with lots of opportunities for first-hand experiences, practical work, investigates and learning through play.
- To ensure that pupils with disabilities have the same opportunities as non-disabled pupils to benefit from the education our school provides.
- To do our best to anticipate and make provision for the needs of pupils and members of staff with disabilities before they join the school.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- To audit the school's strengths and weaknesses in working with disabled pupils.
- To collect and analyse data on outcomes for disabled pupils (lesson observations/end of key stage results/half termly assessment etc).

The school has set the following priorities for the development of the vision and values that inform the plan:

- To ensure that all staff are provided with appropriate SEN training as required.
- To increase the confidence of the staff in differentiating the curriculum.
- To develop materials that promote positive images of disability.

The school has set the following priorities in respect of consulting on the plan.

- To consult more widely on disability issues and analyse responses.
- Develop a questionnaire specifically for parents of children with a disability, in order to seek their views and opinions on what the school provides for their children.
- Develop a system for seeking the views and opinions of children with a disability.
- Seek advice from link teachers or health professionals in specialist provisions to support individual pupils with disabilities.
- Establish parent links meetings to discuss concerns/issues with other parents and appropriate agencies.

The school has set the following overall priorities for increasing curriculum access:

- To improve teaching staff's knowledge of specific learning difficulties and disabilities to aid identification and ensure effective provision is made for these children.
- To increase the extent to which disabled pupils can participate in the school curriculum, including developing the use of ICT to support learning needs.
- To monitor the involvement of children with a disability in extracurricular activities.

The school has set the following overall priorities for physical improvements to increase access:

- To carry out an audit of accessibility to all areas of school and to prioritise future areas for improvement.
- To consult stakeholders about their opinion of the school's current provision.
- Progressive planned improvements to the physical environment of the school to improve accessibility.

The school has set the following overall priorities for providing information for disabled pupils:

- To improve availability of written material in alternative formats and ensure that all interested parties know that alternative formats are available.
- To seek the opinions of team members to help the school provide more accessible information.
- To develop the school website in order for the parents to have an alternative way of communicating with the school and gaining information.

We acknowledge that the Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010. This Plan will be published on the school website and monitored through the Governors Curriculum Committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

This Accessibility Plan should be read in conjunction with the following school policies;

Complaints Policy

Special Educational Needs and Disability Policy

Behaviour and Rewards Policy

School Improvement Plan

Health and Safety Policy

School Prospectus

Accessibility Plan – Action Plan

Access to the Curriculum – Cavendish Close Junior School 2016 - 2019

Objective	Actions/Tasks/Strategies	Timescale	Responsibility	Success Criteria/Evaluation
To liaise with Key Stage 1 providers to review potential intake for September	<ul style="list-style-type: none"> Identify pupils who may need additional to or different from provision Identify any staff who may need training and to be completed 	July 2016	SLT Infant SENCO Junior SENCO	*Procedures, equipment, training and ideas in place
To establish close liaison with outside agencies for pupils with on going health needs. e.g. children with epilepsy, diabetes, asthma, mobility, toileting issues, ASD, ADHD	<ul style="list-style-type: none"> To ensure collaboration between all key personnel Photographs in medical room and allergy notices given to kitchen staff Medical forms completed and updated Information kept up to date on Integris 	Ongoing	SLT TA Teachers Outside agencies Admin	*Clear collaborative working approach
To audit the school's strengths and weaknesses in working with disabled pupils.	<ul style="list-style-type: none"> Complete an audit as a staff Identify weaknesses and put in place training or other actions. 	By April 2017	SLT SENCO	*Addressed the weaknesses identified on the audit *Re-do the audit to identify new ways forward.
To consult stakeholders about their opinion of the school current provision.	<ul style="list-style-type: none"> Review current annual questionnaires and add question relating to disabled equality. School Council meetings to include discussion relating to disability equality issues each term with representatives holding discussion in class to feedback to the next meeting. 	April 2017	SLT Governors	*Annual parents' and children's questionnaires includes questions relating to disability equality. *Answers reviewed and responses acted on when needed.
To develop a questionnaire specifically for parents of children with a disability, in order to seek their views and opinions on what the	<ul style="list-style-type: none"> Review current annual questionnaires and add question relating to disabled equality. School Council meetings to include discussion relating to disability equality issues each term with representatives holding discussion in class to feedback to the next meeting. 	April 2017	SLT Governors	*Annual parents' and children's questionnaires includes questions relating to disability equality. *Answers reviewed and responses acted on when needed.

school provides for their children.				
To develop a system for seeking the views and opinions of children with a disability.	<ul style="list-style-type: none"> Review current annual questionnaires and add question relating to disabled equality. School Council meetings to include discussion relating to disability equality issues each term with representatives holding discussion in class to feedback to the next meeting. 	April 2017	SLT Governors	<p>*Annual parents' and children's questionnaires includes questions relating to disability equality.</p> <p>*Answers reviewed and responses acted on when needed.</p> <p>* Minutes of School Council Meetings</p> <p>*Pupil Interviews for SEND pupils</p>
To improve teaching staff's knowledge of specific learning difficulties to enable identification and ensure best possible provision is made for these children.	<ul style="list-style-type: none"> SENCO/Teachers/TAs to attend training session on a variety of learning difficulties. Information to be shared at INSET/staff meeting sessions. Start of each term briefing from SENCO. Discussion within Phase meeting time. Professionals to provide support to TAs and teachers on programmes to support children with specific learning difficulties Collation of resources Seek advice from specialist provision to support individual pupils with disabilities. 	Ongoing as new training/programmes of work is required due to new children/needs	SENCO SLT Professionals	<p>*Teaching staff have increased understanding of a range of learning difficulties and a range of strategies to ensure that these children are included within the curriculum.</p> <p>*Staff discusses SEND regularly at staff meetings.</p> <p>*SEND data is discussed as performance management reviews.</p>
To increase the confidence of the staff in differentiating the curriculum.	<ul style="list-style-type: none"> SENCO/Teachers/TAs to attend training session on a variety of learning difficulties. Information to be shared at INSET/staff meeting sessions. Professionals to provide support to TAs and teachers on programmes to support children with specific learning difficulties Collation of resources Seek advice from specialist provision to support individual pupils with disabilities. Teacher, TA, parents and children take part in reviewing Target Grids 	Ongoing as new training/programmes of work is required due to new children/needs	SENCO SLT Professionals	<p>*Teaching staff have increased understanding of a range of learning difficulties and a range of strategies to ensure that these children are included within the curriculum.</p> <p>*Staff discusses SEND regularly at staff meetings.</p> <p>*SEND data is discussed as performance management reviews.</p>
To collect and analyse	<ul style="list-style-type: none"> Pupil attainment tracking reviews to include disabled 	Each term	SLT	*Systems are in place to enable

<p>data on outcomes for SEND/disabled pupils (lesson observations, half termly test results etc)</p>	<p>groups (O Track)</p> <ul style="list-style-type: none"> • Establish systems to collect data on attendance of disabled pupils SEND • Collect data on disabled pupils' attendance at clubs • Collect data on disabled pupils' involvement in school council and buddies. 	<p>Ongoing</p>	<p>English Lead Maths Lead PP Lead PE Co-ordinator Assessment co-ordinator Admin</p>	<p>analysis of data on disabled pupils in relation to attainment, progress *Attendance tracked *Monitor involvement in after school activities *Minutes of review meetings and Pupil progress meetings</p>
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Access to the Physical Environment – Cavendish Close Junior School 2016 – 2019

Objective	Actions/Tasks/Strategies	Timescale	Responsibility	Success Criteria/Evaluation
To carry out an audit of accessibility to all areas of school and to prioritise future areas for improvement.	<ul style="list-style-type: none"> Staff and governors assess access to all areas of the school building and note any that would be potential barriers for disabled children entering the school. Priorities areas for improvement identified. 	April 2017	SLT Governors	<ul style="list-style-type: none"> *A long-term plan with future accessibility improvements produced. *School fully accessible to disabled pupils, staff and parents.
To monitor the involvement of children with a disability in extracurricular activities.	<ul style="list-style-type: none"> Ensure thorough planning for all school trips. Advance visits to ensure access, including those with physical or sensory disabilities. EVOLVE Form and Risk Assessments completed. School trips are open to all children Staff to ensure medical needs are considered and * provisions made Provide extra adult support if necessary Physical adaptations made as required, 	Ongoing Evaluate at the end of the school year	Trip/lead teacher PE co-ordinator SLT SENCO Admin	<ul style="list-style-type: none"> *All trips and residential visits are accessible for pupils with learning or physical disabilities *After- school/lunchtime/ before school club provision facilities are accessible for all pupils. *Feedback from pupils about what they participate in (Sport questionnaire) *Attendance records for clubs *Trips and clubs pen to all students
To maintain the specialist equipment in the school.	<ul style="list-style-type: none"> Check the maintenance and use of the lift, disabled toilets, shower, medical room and clinical waste disposal. Ensure lighting, temperature, sound are all maintained Reminders to staff/parents and other stakeholders to leave the disabled parking bays clear unless they have a disabled passenger/driver. Paths, driveways and playgrounds are well maintained Arrange interpreters as required 	Ongoing Weekly checks	SLT Caretaker	<ul style="list-style-type: none"> *Well maintained facilities *Strategy in place if repairs or maintenance is required.
To ensure visually stimulating environment for all children	<ul style="list-style-type: none"> Colourful, lively displays in classrooms including a text all children can access and inclusive all children's work 	Ongoing	Teaching TA SLT	<ul style="list-style-type: none"> *Lively and inviting environment maintained *Monitored through the termly scrutiny by SLT

Access to Written Information – Cavendish Close Junior School

Objective	Actions/Tasks/Strategies	Timescale	Responsibility	Success Criteria/Evaluation
To seek the opinions of stakeholders to help the school provide more accessible information.	<ul style="list-style-type: none"> • SENCo to explore services available within the local authority to produce these materials. • Complete resource list to enable school to produce materials if necessary. • Meet with SEN governor to discuss how they feel parents would like information presented 	ongoing updates	SENCO SLT Governors	*If necessary staff are able to produce written materials in different formats Parents' questionnaires * A range of parent friendly information is produced to share details about SEND / accessibility
To improve availability of written material in alternative formats and ensure that all stakeholders know that alternative formats are available.	<ul style="list-style-type: none"> • SENCo to explore services available within the local authority to produce these materials. • Complete resource list to enable school to produce materials if necessary. • Meet with SEN governor to discuss how they feel parents would like information presented • Teachers to be aware of any child who needs a certain text style, colour or size and create worksheets in the appropriate format. • Offer telephone call to explain letters home for any parents who need this 	ongoing updates	SENCO CSLT Governors Teachers Specialist teacher	*If necessary staff are able to produce written materials in different formats Parents' questionnaires * A range of parent friendly information is produced to share details about SEND / accessibility * children can read text
To develop the school website in order for parents to have an alternative way of communicating with the school and gaining information.	<ul style="list-style-type: none"> • Develop information available on website about SEND / accessibility as per requirements. • Publish SEND information on Local Authority Accessibility (Derby City Local Offer) web site (update any changes) • Research other schools and local authorities on the type of information they publish on their websites. 	Sept 2016 Ongoing April publications	SENCO SLT Web Designer ICT support SEN local authority support	*Increased information available on website *Gain feedback from parents about the type of information now available and what else they would like information on.
To develop material that promotes positive images of disability.	<ul style="list-style-type: none"> • Staff to model respectful attitudes • Ensure representation of disabled people is throughout the curriculum (famous people/assembly/PSHE/PE) • Range of books and posters that promote disability including in the library 	Ongoing Review termly	SLT SENCO Librarian English Lead PSHE All staff	*Disabilities and differences to be represented and respected. * increased SEND materials included in PSHE, assembly, library and circle time