



Cavendish Church of England Primary School

Accessibility Plan 2022-2023

Plan agreed:	June 2022
Plan reviewed:	Annually

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) to include education. The school recognises its duty under Part 4 of the DDA and its duty of care under the Equality Act to promote inclusion.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus, we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

Aims:

At Cavendish we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Our school Christian vision is reflected in our accessibility plan in that we encourage children to actively challenge prejudice and discrimination, to show consideration and compassion for all, and to respond creatively to reduce barriers.

We are dedicated to challenging negative attitudes towards all people, regardless of disability, sexuality, race and gender orientation, spiritual beliefs or worldviews. Our Christian values have established a strong, whole school ethos of awareness, reflection, acceptance and inclusion. We will not discriminate against pupils with disabilities or any of the protected characteristics (Equality Act 2010) in admissions, exclusions, provision of education and associated services. We

It is a requirement that the school's accessibility plan be resourced, implemented, reviewed and revised as necessary and reported on annually.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Preparing pupils for life in a diverse and modern British society and for their place in the wider world.
- Meeting SMSC needs, whilst teaching British Values
- Giving all children, including the most vulnerable, the tools to keep themselves safe with respect to indoctrination, intimidation and abuse.
- Extending and enriching children's life experiences and so further develop cultural capital

As a Church of England Primary School we provide a Christian framework for inclusion and accessibility, emphasising the importance of personal beliefs and values, regardless of religion, as well as those of no religion, to ensure all are treated with respect. We consider the Church of England publication "Valuing all God's Children" when reviewing this policy annually.

In seeking to enhance opportunities for all pupils to develop their academic and social skills whilst addressing their emotional and physical needs the school plan sets out how the school will provide access to education for children with disabilities in three key areas required by the planning duties in the DDA:

- 1. Provide a curriculum that is accessible to all pupils.**
- 2. Provide an environment which is enriching and accessible to everyone.**
- 3. Provide access to information for all pupils and all parents / carers.**

Our purpose:

To inspire our children, staff, parents and carers by providing an enriching and secure educational environment. We are committed to raising attainment and aspirations whilst supporting and celebrating skills, knowledge, achievement and all forms of success, including physical and mental well-being. Our vision statement is central to our purpose.

Developing the whole child:

At Cavendish C of E Primary School we are fully committed to developing the whole child. This means that in addition to ensuring academic and sporting progress, we support the development of a child's responses to the world around them and their interaction with others. A wide range of events and experiences deepens each child's awareness of variety in the world, enables children to strengthen their values and appreciate the viewpoint of others and so become responsible future citizens capable of demonstrating compassion and respect. We place a high value in providing emotional wellbeing and mental health support.

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

- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs and Disability Code of Practice: 0 to 25 Years
- The Equality Act 2010

1. Provide a curriculum that is accessible to all pupils.

Cavendish C of E School is committed to providing equality of opportunities and access for all pupils. In context of the curriculum this means opportunities are given to all regardless of their difficulties or disabilities, and reasonable adjustments are made to ensure accessibility.

Lessons provide opportunities for all to succeed through inclusive, differentiated and when needed adapted plans using a variety of teaching styles and strategies. Teachers ensure they have due regard for the setting of suitable, challenging learning objectives and outcomes. These respond to pupils' needs and aim to overcome potential barriers to learning and assessment for all pupils.

Teachers and Learning Support Assistants (LSAs) attend SEND courses and training as appropriate to support specific needs. Teachers and LSAs work closely with the Head Teacher/SENDCo to address pupils' needs, reviewing; EHCPs, SEND Support targets and provision maps regularly and liaising with specialist support services.

All new furniture and equipment are selected as appropriate to support the needs of the learners.

School visits are made accessible to all children irrespective of difficulties and disabilities.

We have a clear policy on the administration of medicines, with staff trained as required. Children with specific medical needs or allergies have a Health Care Plan in place which is reviewed annually in consultation with parents and carers. We are a TISUK school (Trauma Informed School) and offer trained staff to support children experiencing adverse emotional and mental health. All staff are trained to recognise behaviour as a form of communication.

2. Provide an environment which is accessible to everyone.

The school takes account of the needs of pupils 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, acoustic treatment, colour schemes, and more accessible facilities and fittings.

We recognise that disabilities, sensitivities, impairments or barriers can be hidden and seek to provide a calm supportive environment which considers the impact of noise, sensory stimuli and individual needs in communication.

The school provides and encourages access to those in the community who have physical impairments. The main school building is accessible for wheelchair users through the front entrance. This also provides access to the hall and school offices. The visitor disabled toilet is accessible either through the front entrance or via the playground door. There is a purpose-built disabled toilet for children and another toilet is larger to accommodate a wheel chair. There are very few steps around the school. Any areas where there is a step also have an alternative access and exit route nearby. All outside areas: playground, field, forest school and pond area are accessible to all including wheelchair users.

Pathways of travel around the school site and parking arrangements are safe. There are 5 staff parking spaces directly outside the school site. Visitor parking is limited and a short walk from the school. Parking for disabled visitors, who need to be close to the main entrance can be arranged, as the playground gates are large enough for vehicles. All play and outside areas are fenced off from the car park.

Emergency and evacuation procedures are accessible to all. Alarms are auditory and the assembly points are clearly identified throughout the school.

Personal Emergency Evacuation Plans (PEEP) plans are in place for those with identified needs and are reviewed annually or as needs change.

3. Provide access to information for all pupils and all parents / carers.

Communication is a key part of educational provision and liaison with children, parents and carers. The school will make use of local services, including those provided through the LA, to provide information in alternative formats when required or requested. Our aim is to ensure every pupil, parent and carer has access to all relevant curriculum information. To achieve this, the following steps are taken:

- Progress checks and information regarding targets are shared twice a year at parent consultations, and through the end of year written report.
- Teachers and Head teacher/SENDCo are available to discuss information.
- The school website contains relevant school information and is kept up to date.
- Parents and carers can be phoned, or emails can be sent.
- A weekly newsletter is uploaded to the website, printed and displayed in the noticeboard and is sent to individual email as requested. Printed home copies, including large print, are available on request.
- The school is pro-active in sharing information verbally for families for whom written English is a challenge.
- Parents and carers who are unable to attend information workshops are sent copies of notes and handouts.
- The school can support families through signposting to local services

Provision and access for mental health and emotional well-being.

The school is committed to supporting mental and emotional health ensuring provision within and across the curriculum. We are alert to the benefits of Early Help and are pro-active in seeking specific support for more complex needs. Our approach includes the following:

Emotional wellbeing: We use tools to help identify difficulties, such as the Strengths and Difficulties questionnaire, the Boxall Profile and thrive. Access to CISS (County Inclusion Support Services), Speech and Language support and the school nursing team are provided as well as programmes delivered in school to support pupil's needs. The school has two Mental Health leads, three trained SENDCos, one of whom is a trained Mental First Aider and two LSAs trained in the delivery of the 10-week Emotions programme/ hold ELSA (Emotional Literacy Support Assistant) qualification. The Headteacher holds a diploma in trauma support. These members of staff can provide additional emotional well-being support as well as learning interventions.

Collective Worship and opportunities for spiritual reflection are embedded in our daily curriculum provision. The school is additionally supported by our village priest who is also a member of the governing body and from the minister of Clare Baptist Church.

Physical wellbeing: We use of our grounds to inspire awe and wonder through forest school and outside learning, while also offering wide range of clubs to support physical exercise. These are before and after the school day. Every child in the school is given the opportunity to learn Tai Chi. Children are expressly taught the link between physical activity and mental health. Our PSHE curriculum includes explicit teaching about physical and mental health. Forest School is an entitlement to every child throughout the school.

Mental Health: We offer access to therapy support programmes and to external services e.g. SES, Kernos Centre. Emotional Wellbeing Hub, Educational Psychologists and Primary Mental Health worker. Signs of Safety (SOS) are used to aid discussions with children and parents. Through the school curriculum provision we encourage all children to develop skills in reflection and spiritual awareness.

Targets	Details & review – Reviewed in light of individual need and school cohort composition
Short Term	<ol style="list-style-type: none">1. Detailed Accessibility Plan and action plan for 2-3 Years - reviewed annually.2. Further develop depth and respect throughout school to ensure positive promotion of protected characteristics within and across the curriculum – New PSHE programme of study introduced 2022. Widen range of library texts as target 2022/23.3. One of the doors on the girl's toilets is altered to meet the needs of children with mobility difficulties.4. Buy equipment to support identified individual need-e.g. Chair support – on-going. Purchases include move'n sit cushions, coloured overlays, writing slopes, footrests, supporting software.

	<ol style="list-style-type: none"> 5. Work in consultation with professionals for individual children's needs e.g. Occupational therapy, Physiotherapist, Social workers, Family Support Practitioners 6. Audit school reading texts for inclusivity and positive promotion.
Medium Term	<ol style="list-style-type: none"> 1. Emotional Health. Mental Health First Aider on site full time. TISUK achieved 2021, ELSA achieved 2022, Thrive mental health leads 2022 2. To offer parent and carer guidance on supporting emotional health - SES support attending parent meetings. School nursing team. Individual support as required during covid adjustments. 3. Liaison with external agencies to support curriculum provision. NSPCC, ST John's Ambulance, Specialist sports teaching, Spiritual leaders, Humanist society 4. Audit access and provision of residential visits - Adjustments made in liaison with providers to ensure accessible for all. School grounds Forest School camp out as inclusive arrangement during covid adjustments 5. Further develop therapeutic, well-being support – whole staff Emotional health cpd, ACE cpd, behaviour management cpd based on pre-emptive therapeutic support 6. Two staff Forest school accredited. Additional sessions offered to key worker children during covid adjustments. Further develop additional intervention sessions as part of tier 2 support 7. Staff member accredited diploma in Trauma and Mental Health Informed Schools (TISUK) 8. New laptops support audio description and supporting software Provision for touch typing and EHC need
Long Term	<ol style="list-style-type: none"> 1. Advice sought prior to redecoration & refurbishment - kitchen basin DDA compliant Summer 2018. DDA compliant replacement taps – boys toilets 2018. Lobby entrance system wheelchair friendly & compliant. DDA compliant taps and EYFS toilets 2020. 2. Widen internal entrance to hall to ensure wheelchair compliant. – OT advised Dec 2019 space would be wide enough for primary & most adult wheelchair use. 3. Review grounds access in Forest School area for wheelchair users. Additional outdoor safety matting by trim trail and wider school grassed area.

Plan:

1. **Provide a curriculum that is accessible to all pupils.** Our key objective is to reduce and eliminate barriers to the curriculum and learning, to ensure full participation in our school community for children and prospective children, with disabilities.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
---------	------------	-----------	------------------	------------------

To liaise with pre-school providers and parents to review potential intake for Sept 2022.	To identify children who may need additional to or different from standard provision for September 2022 intake. Any identified children will have a home visit or personal meetings, if appropriate, from EYFS teacher and/or Head teacher (SENDCo) and if required Learning Support assistant.	September 2022 April-Sept 2022	EYFS teacher & HT/SENCo	Procedures/equipment/risk assessment/support plans/training etc will be in place for September 2022.
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with Equality Act 2010 Consideration to: Children and Families Act 2014 Special Educational Needs and Disability Regulations 2014 Consider Church of England: Valuing All God's Children Adopt C of E Emotional Wellbeing Policy, applied to our setting	On-going	HT and School staff	All policies clearly reflect inclusive practice and procedure. All staff aware of the inclusive practice in policies.
To establish effective liaison with parents and carers.	To develop collaboration and sharing between school and families. EYFS offer a series of meetings in the summer term, including 1:1 meeting with class teacher and new family/carers. Teachers run curriculum workshops for parents and carers At the start of each school day a member of staff greets all pupils and parents/carers at the school gates and can take messages, answer questions, provide advice (non confidential) and make appointments.	On-going	HT and all school staff	Clear collaborative working approach that engages parents/carers and raises pupil aspirations and outcomes.
To establish close liaison with outside agencies for children with on-going health needs e.g. children with severe asthma, epilepsy, diabetes, anxiety, ASD or mobility issues.	To have clear lines of communication between school, key personnel, and outside agencies. To provide the correct information to outside agencies. To have an ethos of 'asking questions'. To value the work and assistance that outside agencies provide to the pupil and the school. To ensure staff first aid training is regularly updated. School adopts DFE guidelines on asthma inhalers and emergency provision.		HT/SENCo Outside agencies	All pupils and families are supported appropriately. Clear collaborative working approach.
External agency support is identified and delivered to all pupils in need.	Staff identify pupils and families in need of external support through sound professional relationships and safeguarding procedures. Staff are proactive in managing the Prevent Duty. School able to commission traded services such as SPLD support and AANT,		HT & DSL	All pupils and families are supported appropriately. Clear collaborative working approach.

	Educational Psychologists.			
Multi-agency assessments actioned for all students at risk.	Staff identify pupils and families in need of external support through sound professional relationships and adhering to all safeguarding procedures. CAF referrals are made when necessary. SES referrals, school nursing team, and traded support as per child's needs. Suffolk Wellbeing Hub used to refer and gain guidance/information.			All pupils are safe and families are supported appropriately. External support deployed and work with school to ensure the best possible outcomes – academically and pastorally for pupils.
To ensure full access to the curriculum for all children.	Staff deployed accordingly to meet pupils' needs. Curriculum and staffing reviewed annually to consider needs. Appropriate training given. Specialist Advisory support. Continuous review of Quality First Teaching practices in the classroom. Observations, drop-ins and book looks. All activities are differentiated to ensure curriculum access with alternatives offered. Trained support staff. Use of interactive ICT equipment. Multi-agency advice sought and implemented HT/SENDCo provides support to class staff to support full access. Specific equipment sourced from occupational therapy/physio/sensory team. Provide alternative opportunities to record understanding, learning and work e.g. Use of ICT, recording/filming answers and understanding. Teaching staff and Headteacher collaboratively review intervention support and need on a termly basis. Staff trained in Language Link Early interventions and ELKLAN		Inclusion team, Outreach, Ed Psych, SALT School Nurse Primary Mental Health worker. SES consultation service	Appropriate number and suitably qualified staff meet the needs of the pupils. Pupils are making expected progress or better. Advice used and strategies evident in classroom practice. Children supported and accessing the curriculum in all subject areas. Children accessing wider activities in school.
Ensure staff are knowledgeable about the needs of pupils and strategies to support	Continuing development of CPD programme. Training requirement identified through: <ul style="list-style-type: none"> • Performance Management • Review of data 	Continuous	HT/SENCo Whole school approach	All staff fully meet the requirements of children with disabilities with regards to accessing the curriculum.

them.	<ul style="list-style-type: none"> Needs of pupils Policies and procedures <p>Training is delivered in house or booked to address needs. Staff trained to offer additional support programmes from 2021/22:</p> <ul style="list-style-type: none"> ELSA Inclusive behaviour management (IKON training) 			
To ensure classrooms and learning areas are optimally designed and organised to promote full participation and independence of all pupils.	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum and all learning activities by providing:</p> <ul style="list-style-type: none"> Wheelchair access or change of area/place to be accessible. Seating positions in the classroom to maximise access and support. Alternative curriculum identified for pupils of need. Differentiation is in place in every lesson. Adaptation of resources to meet the needs and support individuals. Giving alternatives to enable children with disabilities to participate successfully in lessons – answer questions through different methods, record work in different ways, other than writing. Creating positive images of disability within the school so that children grow into adults who have an understanding of the needs of people with disabilities. School ethos of celebrating individual achievements and strengths. That all children can achieve, and aspirations must be high for all. 	On-going	Whole school approach	<p>All pupils can access learning at an appropriately challenging level to ensure good progress is made.</p> <p>Variety of learning styles and multi-sensory activities evident in planning and in classrooms.</p> <p>Ensuring that the needs of all children with disabilities, parents and staff are represented in the school.</p>
To review attainment of all children on the SEND register.	<p>Classroom support plans set specific short-term targets. SENDCo and Class teacher meetings. Pupil Progress meetings with HT. Use of whole school assessment systems and systems more suited to a child to demonstrate attainment in other areas. Regular liaison with parents and carers. Curriculum Committee meetings with HT and Governors identify trends and cohort composition. SEND register is cross-referenced with behaviour log and vulnerable groups. SEND register group analysed for impact of home learning during school reduced provision measures (lockdown re: Covid-19). SEND register considered when allocating recovery interventions and tutoring programme. Additional emotional health and wellbeing provision in school.</p>			<p>Progress made towards SEND Support targets. Pupils making expected or accelerated progress. Provision mapping shows clear steps and progress made.</p>

All enriching activities and school visits are accessible to all regardless of attainment, impairment, or disability.	All enrichment activities will be conducted in an inclusive environment and if outside providers are used they will comply with all legislative requirements. All external visits are evaluated to ensure wide opportunities and access to learning activities for all. Conversations with providers and off-site visits to ensure alternative/ additional support is in place Additional staff support if required. Out of school provision will be accessible for all children. Adaptations and alternatives where necessary will be put into place.	On-going	HT/SENDCo and Class teacher PE subject lead Educational Visits lead	Increased access to all school activities for all children with disabilities.
Training for Governors in Raising Awareness of Disability Issues. To deliver findings to the Governing Body.	Provide Training for Governors. New SEND Governor has extensive school's experience. Termly meeting with SEND governor. Premises Governor meetings. SEND Governor report published annually on website. Literacy Governor to work with Literacy subject lead reviewing inclusively and positive promotion of texts used in school.		HT /SENDCo Governors Monitor by Chair of Governors	Whole school community aware of issues relating to Access. Governors fully informed about SEND provision and progress.

2. Provide an environment which is accessible to everyone.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continually improve the physical environment of the school.	The school takes account of the needs of children, 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.	On-going	Premises Governor & HT	Enabling needs to be met where possible.
Wheelchair access to all areas of the school.	To provide appropriate sized doors that comply with safety and access regulations, which are still suitable for a Victorian building in a conservation area.		HT.	Wheelchair users will have unhindered access to all areas of the school. Replacement Saturn class door DDA compliant 2022

Ensuring all with a disability are able to be involved.	Access requirements are investigated and adapted if required. Children with disabilities have the appropriate, Health Care Plans, Risk Assessments and Personal Emergency Evacuation Plan. External school events such as Sports Day are adapted to ensure full participation by all pupils. Access to Church services is facilitated through disabled parking and wheelchair ramps. Inclusive PE practises are followed including inter-school competitions and events.		All staff.	Enabling needs to be met where possible.
To ensure that all medical needs of all children are met fully within the capability of the school.	Health Care Plans are created with consultation of the parents and carers. If required, external agencies provide addition advice. Training needs are identified and protocols established where needed. Case studies updated annually to evidence past interventions and support.	In place. Review of plans annually or when needed.	SENCo/HT School nurse Health care professionals	Needs met within the capability of the school, including external visits. Reviewed annually in the Autumn Term.
Ensuring parents with disabilities have every opportunity to be involved.	Wheelchair access into school is via the main entrance doors or through the playground door. Classrooms are all accessible to wheelchairs and disabled toilet facilities for both adults and children are available. Parents are always welcome to bring along signers or interpreters to meetings so key information can be provided. Offer a telephone call or meeting to explain letters home for parents/ carers who need this. Adopt a proactive approach to identifying the access requirements of parents/carers with disabilities referring to county for additional guidance as required.	Immediate effect, constantly reviewed.	HT & all school staff	Disabled parents/carers/family members are not discriminated against & are able and encouraged to take interest and be involved in their child's education.
Ensure that all children with disabilities can be evacuated in an emergency.	Needs of pupils are reviewed, risk assessments in place. Possible barriers to safe evacuation are identified and alternative procedures are put in place for those that need it. Personal Emergency Evacuation Plan in place for all identified pupils. Fire Officer advice sought and implemented. Monitor plans during whole school fire drills.	In place. Review Peep annually or when needed.	HT & Governors	All children are able to respond to an emergency evacuation safely and expediently.

	Additional drills for pupils with disabilities to ensure effectiveness of plans and staff capability. 2 yearly fire audits with Health & Safety Audits to ensure compliance. Further develop and adjust PEEPs to cover school lockdown procedures – Spring 2020 reviewed Autumn 2020, Spring 2021, Autumn 2021.			
Continue developing playground and facilities.	Look for funding opportunities. Gain pupil opinions. Pupil activities promote opportunities for physical health and wellbeing. Children involved and planning of replacement trim trail equipment from sugar tax & matched funding. Installed Summer 2019. Additional trim trail purchased following consultation with sport and wellbeing council. Third installation PE Premium 2022.	On-going		All areas are inclusive, child-friendly, safe areas to play, rest, reflect and engage with peers.
To ensure pathways around the school are as safe as possible.	Constant monitoring of all external areas. Maintenance of all areas is dealt with as soon as possible. Communication with parents/carers re safety via letters/email, including references to appropriate parking. PCSO / local councils / highways support as required.	On-going	HT and Governors	No accidents occur.

3. Provide access to information for all pupils and all parents / carers.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To ensure all children with disabilities have access to the curriculum.	Regular parent/carers communication. Regular discussions between teachers, LSAs and HT. Liaise with external agencies to gain advice and support e.g. Educational Psychologist, CISS, SALT, Outreach services, OT, School Nurse, and Primary Mental Health Worker. Individualised, multi-sensory teaching strategies and supporting resources are used.	On-going		Family needs are supported, and school, home and professionals work collaboratively to remove/reduce barriers
To enable improved	Raise awareness of font size, page layouts and use of colour paper to	In-place		IT supporting learning.

access to written information for children, parents and visitors.	support children with visual impairments and reading difficulties. Use of RNIB borrowing library to access and borrow large font and easy read texts. Auditing signage around the school to ensure accessibility for all.	On-going		Appropriate resources
Review children's records ensuring school's awareness of any disabilities.	Information collected about new children. Records passed up to each class teacher. End of year class meetings. Annual reviews. SEND Support Plans. Medical forms, Health Care Plans and Risk Assessments reviewed and up-dated annually. Significant health problems/difficulties –Health Care Plans in pupil's class, copies & Risk Assessments also in office.	Annually	HT & Outside agencies	Each staff member aware of disabilities and needs of those children in the school <i>All teachers are teachers of SEND.</i>
In school record system to be reviewed and improved where necessary. (Records on SIMS/protected)	Record keeping systems to be regularly reviewed for safeguarding and maximising efficient systems. Adjustments as required to ensure GDPR compliant. Census returns are used to inform provision. Staff and employment data reviewed annually in consultation with individual members.	Continual review and improvement	SLT Office	Effective communication of information about disabilities throughout school.