Accessibility Plan

Updated:	January 2022
Next Review Date:	January 2025

Cambridge school is committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

Cambridge School's Governing Body supports the principles and aims of the LA's Access Strategy for Schools and Colleges and will work jointly with the LA to implement agreed objectives to meet the boroughs targets for improving access to school's and colleges.

This Plan underpins the LA's Strategy for planning to improve access at a local level, by committing the school to a programme of actions, evaluation and review which will improve access to the curriculum for students with special needs and disabilities.

This Plan operates alongside the school's SEN policy and is consistent with it in terms of principles and approaches to resourcing.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future
resource availability and changing needs in the target areas;

- Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students

- Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.

- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled Students currently on roll and prospective students

- Establish a culture of mutual trust and respect between all members of the Cambridge School community.

- Build a community that respects the celebration of achievement at all levels

Accessibility Plan – Identifying Barriers to Access

Organisational	Completed	In Progress	Under Discussion	Not yet addressed
Preparation for entry into school. (Admissions Policy- within the resources of the School, School Brochure and student information pack)	x			
Grouping of pupils (by year group with IE/BP's and differentiated lesson plans in place plus individual support e.g. reading as relevant)	x			
Homework policy and practice (in place by developmental ability and ref school brochure)		x		
School discipline and sanctions (reference Behaviour Policy)	x			
Exclusion procedures (reference Exclusions Policy.)	x			
School clubs and activities (full access as relevant also reference e.g. Off Site Visits Policy)		x		
School trips (full access with curriculum access statements and risk assessment in place)	x			
The school's arrangements for working with other agencies (Open School Policy, Annual and 14 plus reviews, Attendance and Behaviour Management policies e.t.c.)	x			

Attitudinal	Completed	In Progress	Under discussion	Not yet addressed
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? (Training is needs led and represented in school development plan. Risk Assessments also guide training)	x			
Do staff recognise and allow for the mental effort expended by some disabled pupils? (Individual developmental progression identified in lesson plan e.g. Teaching strategies and resources. Individual behaviour plan guided by Behaviour Small steps developmental criteria)	X			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? (As above)	X			
Are there high expectations of all pupils? (All pupils are baselined with SMART targets set for the pupil to achieve within their zone of potential development, also reference e.g. Work Related Learning and Whole Curriculum policy)	X			
Do staff seek to remove all barriers to learning and participation? (reference Equal Opportunities Policy)	X			
Access to the curriculum. (As above with differentiation if necessary, reference curriculum access statements)		X		
School policies, e.g. anti-bullying, SEN policies, health and safety. (All in place with annual review)	X			
Interaction with peers. (Part of developmental criteria as held in behaviour small steps as evidenced in Pupil portfolio)		X		

Physical Access	Completed	In progress	Under Discussion	Not yet addressed
Are your classrooms optimally organised for disabled pupils? (Resources component in scheme of work and lesson plan)	X			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? (Single storey building with e.g. disabled toilets and special features - issues - external of the school building and holdbacks on internal doors)	X			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? (Issue-internal double doors)			x	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? (signage established but parking needs upgrading reference also Travel Plan)		x		
Are emergency and evacuation systems set up to inform ALL pupils, including alarms with both visual and auditory components? (a comprehensive system is in place, reference Health and Safety Policy)		x		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?				x
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? (Any issues dealt with through Statement of SEN)	x			

Are areas to which pupils should have access well lit? (Automatic lighting)	**x**			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? (Low school numbers and small class sizes also individual needs met through IEP and Curriculum Access Statement)	**x**			
Is furniture and equipment selected, adjusted and located appropriately? (as a Special school all resources are provided and organised to reflect whole school need)	**x**			
Access to school facilities. (equality for opportunity approaches reference Equal Opportunity policy)	**x**			
Activities to support the curriculum, e.g. drama group visiting school. (extension activities as identified in pupil planning proformas and evidenced in pupil portfolios)	**x**			
School sports. (Limited 'in school' facilities. However out of school provision available and identified in school planning formats and evidenced as part of PE curriculum programme)	**x**			
How the school deals with emergency procedures. (Regular documented checks and practice e.g. fire drill also Staff Handbook, Caretaker checks, Health and Safety policy, First Aid Guidelines e.t.c.)	**x**			
Breaks and lunchtimes. (Whole school SEN policy with staff supported system including rotas)	**x**			
The serving of school meals. (Own kitchens with provision for special dietary requirements)	**x**			

Curriculum Access	Completed	In progress	Under Discussion	Not yet addressed
Do lessons provide opportunities for all pupils to achieve? (Differentiated Lesson Plans with linked IE/BP's)	X			
Are lessons responsive to pupil diversity? (as above)	X			
Do lessons involve work to be done by individuals, pairs, groups and the whole class? (reference teaching and learning styles policy and teaching strategy component within planning proformas)	X			
Are all pupils encouraged to take part in music, drama and physical activities? (see curriculum rolling programmes re-broad and balanced curriculum entitlement)	X			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? (Individual differentiated programmes)	X			
Do you provide access to computer technology appropriate for students with disabilities? (as identified in statement for SEN and represented in lesson planning formats)			x	
Teaching and learning.(reference Teaching and Learning policy)				X
Classroom organisation. (Individually assessed and represented in lesson plan)	X			

	Completed	In progress	Under Discussion	Not yet addressed
Timetabling. (reference Equal Opportunities policy and Statutory guidance)	X			
Assessment and exam arrangements. (Academic, vocational and occupational routes available)	X			
Preparation of pupils for the next phase of education. (Work related learning policy which identifies progression regardless of ability towards end outcomes also Transition reviews)	X			
Information Access	**Completed**	**In progress**	**Under Discussion**	**Not yet addressed**
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? (Individual education plans would identify strategies and resources to meet need)	X			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? (As above)	X			
Do you have the facilities such as ICT to produce written information in different formats? (specialist ICT facility with 'in class' and staff room hardware available)				X
Do you ensure that staff are familiar with technology an practices developed to assist people with disabilities? (professional development programme with support from ICT co-ordinator)		x		
School announcements.(Staff pigeon holes, notice boards as part of schools information systems including morning-after school-staff and P D days)	X			

Access to information. (School Council and through schools planned Information systems as above)	**X**			

Accessibility Plan – Key Recommendations

	Key Recommendations
Physical Access	
Curriculum Access	
Information Access	

Access Plan – Physical Access

Short Term							
Medium Term							
Long Term							

Access Plan – Curriculum Access

Short term							
Med term							
Long term							

Access Plan – Information Access

Short term							
Med term							
Long term							