

**CRANMORE
FOURTH ACCESSIBILITY PLAN
APRIL 2021 – DECEMBER 2024**



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INTRODUCTION

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

The Cranmore Accessibility Plan objectives are:

- to increase the extent to which disabled pupils can participate throughout the school curriculum.
- to improve the physical environment that enables disabled pupils to take better advantage of education, benefits, facilities and services provided.
- to further develop the accessibility of data/information to those with disabilities.
- to constantly review the access to buildings, facilities and all areas with the school, and planning reasonable adjustment that facilitate greater access.

The Effingham Schools Trust and Senior Leadership Team recognise the need to provide adequate resources to support the Cranmore Accessibility Plan.

Review of 2016 – 2018 Accessibility Plan

The main achievements of the third plan were:

- Increased awareness for all Governors and Staff
- Improved information access for SEN pupils
- Improved communication between staff and parents of SEN / disabled pupils
- Reduced anxiety for pupils new to senior school
- Upgraded disabled toilet facilities in the Auditorium
- Improved sports provision for less able pupils
- Installation of automatic light switches providing easier access
- Improved access to information for all pupils and ease for parents to give support pupils
- Improved ease of air circulation around the Auditorium

Review of 2019 – 2021 Accessibility Plan

The main achievements of the fourth plan were:

- Increased awareness for all Governors and Staff
- Improved information access for SEN pupils, including tracking and monitoring
- Improved communication between staff and parents of SEN / disabled pupils
- Increase of wellbeing provisions for all

Vision and values

Cranmore's mission is to be a Catholic School committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering their individual talents and providing for their needs within its caring Christian community.

We therefore aim to:

- **Fulfil potential** – we strive to set high standards for each individual, so that within the community of the school, the full potential of every child is achieved without imposing undue pressure. We have equally high ambitions for our disabled pupils and expect them to participate and achieve in all aspect of school life.
- **Foster individual talents** – we recognise that every pupil will have a range of different talents: sporting, musical, dramatic as well as academic. We aim to provide facilities and opportunities to extend the pupils in all these areas, irrespective of any impairment or disability.
- **Provide for their needs** – pupils require a secure and happy environment where they can experience both success and progress.
- **Create a caring Christian community** – the Christian base to the school gives direction and purpose to our teaching and learning. Pupils are encouraged to follow Christian tenets in their dealings with one another and with the community at large.

Cranmore is committed to equal opportunities.

Information from pupil data

Cranmore maintains a database of all pupils which includes those who have medical conditions, or other impairments including those who are classified as disabled under the Disability Discrimination Act.

The school also maintains and regularly updates a 'Progress List' covering all pupils with special educational needs. In addition, a summary of an individual pupil's special educational needs is easily accessible to all members of staff via the school database, iSAMS. This will include details of any specific support in place and recommendations for how to support the pupil in the classroom. Any specialist reports regarding a pupil are also accessible on the database.

A 'Monitor List' is maintained giving similar information on pupils who have received learning support in the past or receive support out of school. This is managed and co-ordinated by the Head of Progress Department and Special Needs Co-ordinator.

Prior to a child commencing school, parents are required to complete a medical form. Where a specific need is identified, a meeting between the parent and the medical team will be set up to address the specific need in detail and a plan (ICP or EHC) put in place for when the child start. Regular communication between home and school will be ongoing, to identify any change of circumstance and information will be updated on iSams accordingly.

Participation and outcomes

There is regular monitoring and assessment throughout a pupil's time at Cranmore.

At Cranmore there is a commitment to Assessment for Learning (formative assessment) which is used to inform and contribute to ongoing teaching and to support the teachers' judgement, so that pupils can make progress.

From the end of Year 3 pupils are also regularly examined on aspects of the curriculum and sit standardised tests where results can be judged against national norms.

The results of all pupils in the Progress Unit are reviewed and tracked by the SEN Coordinator to monitor the progress of this group of children over time and across the curriculum.

The school has put into place a system to review and monitor the progress of pupils with recognised medical conditions who are not receiving Progress.

Starting from September 2021 pupils will have annual medical checking for students in Year 1 and Year 7 .

ACCESSIBILITY PLAN

General

1. The school will review this plan on an annual basis to monitor and evaluate:
 - a. The effectiveness of action taken in the previous school year
 - b. Relevant targets for the next school year
 - c. Responses to any further legislative changes

2. The school will make a log of all reasonable adjustments and it will be available to interested parties.

INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM

1. The school will continue to develop a unified SEND policy throughout all its sections, to include:
 - (a) Regular review of pupil needs.

 - (b) Full disclosure of relevant information between all schools that a pupil transfers to/from.

 - (c) Regular meetings with the Head of Progress and SEND teachers to share best practice.

2. Training will be provided for the medical staff/learning support teachers and teachers to support any pupil with a disability or SEND. Access to this specialist help will be provided for that pupil where reasonable and practicable.

3. Where physical access to the site is difficult for a prospective pupil, the school recognizes the need to be proactive in enabling such access. Accordingly, pupils with relevant disabilities will, where practicable be:
 - (a) Placed in a tutor group that is most convenient for physical access.

 - (b) Prioritised in the writing of the timetable with regard to accessible rooms and set allocations.

 - c) In the case of an unforeseen accident, movement of the pupils' class to a more suitable location for the duration of the injury

IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL

1. The school occupies a sloping site and is centred around an historic building. On the creation of newer building there are level changes which required stairs when moving through different areas of the school. The school has identified disabled access problems within these areas.

2. The school will draw up an estimate for providing disabled access to all academic areas of the site to assist the prioritization of expenditure over the next three years.
3. The school will make newly constructed buildings fully accessible to disabled pupils in line with regulations.
4. All conversions to existing areas of the school, that sit outside the scope of point 3, will be considered with regard to disabled access and every reasonable effort will be made to improve access within the scope of the work.
5. All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities and every reasonable effort made to purchase equipment that meets the needs of such pupils in a better way than the existing equipment it replaces.
6. An acoustic level of between 50-70 decibels will be maintained wherever possible in all classrooms.
7. Lighted areas should mimic natural light as much as possible. The school has identified lighting as an area of improvement and will be rolling out the conversion of all lighting to LED over a 5-year plan.

IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS

1. The school will continue to provide INSET for all teachers and staff in order to support them in better communication with pupils with SEND or disabilities.
2. The school will invest in classroom technology to better facilitate communication to pupils with SEND and disabilities over the next five years, specifically:
 - (a) To enable clear provision of images and text in a large, printed format.
 - (b) To enable the use of high-quality audio-visual material.
 - (c) To enable the easy dissemination of printed handouts of appropriate clarity.
3. The school will provide prospective parents of children with disabilities a form that is accessible to provide for that disability, for example in braille or enlarged format. This will only be done if requested and is within the remit of the school and is reasonable to do so.

Annex A: Cranmore Effingham School Trust 5-year accessibility action plan

The following actions are planned to take place over the next 5 years:

Section 1 – Access to the Curriculum

Action: Senior Leadership Team, Facilities Manager, Health and Safety Office, Head of Progress and Director of Operations

a. Policy Review: School policies and other related documents are reviewed on a two-year basis with the exception of the Curriculum and Safeguarding Policies. Those members of staff responsible for reviewing policies will be reminded of the requirement to ensure that policies do not discriminate against those with disabilities, treat them less favourably than others or put them at a substantial disadvantage. This particularly applies to the following policies/documents:

- Admissions Policy
- Curriculum Policy
- Assessment Policy
- Equal Opportunities Policy
- SEND Policy
- Health and Safety Policy
- School Aims and Values
- Staff Recruitment Policy

Status: Ongoing

b. Curriculum Delivery: Individual members of the teaching staff are, from time to time, subject to observation in the classroom by senior members of staff and inspecting authorities such as the Independent Schools Inspectorate (ISI). These observations may identify shortcomings in the teacher's style or delivery that may place disabled pupils at a disadvantage. All such reported observations will be addressed as a matter of urgency and, if not rectified promptly, this may lead to action in accordance with the School's disciplinary or capability procedures.

The school has a Learning Walk policy to allow SLT to gain an overarching picture of students experiences with regards to curriculum.

Status: Ongoing as part of Performance Management systems and Learning Walks

c. Staff Training: The teaching staff will receive training as part of INSET in differentiating the curriculum.

All staff members at the school will be made aware of their duties in the Equality Act and how to apply this knowledge to their own area of responsibility, including the Headmaster, learning support assistants, class and subject teachers, catering staff, the Progress Department and SENCO, the Facilities manager, curriculum co-ordinators and heads of departments, administrative staff and governors.

The training session will cover the content and objectives of the Accessibility Plan and aim to secure the commitment of all staff to increase access.

Status: Ongoing

d. Raising Pupil Awareness: Consideration will be given teaching the students about types of disabilities. The aim will be to increase awareness and supplement coverage of disability issues in the curriculum. This could involve visits by appropriate groups of children to a local school who have children with disabilities and talks from disabled adults and children.

Status: Ongoing with PSHE and RS focusing on this aspect

e. Extra Curricular: Organisers of such events will be reminded of the need to ensure they are accessible to all (with any appropriate reasonable adjustments) and that risk assessments have been conducted with the interests of disabled pupils and members of staff in mind.

Status: Ongoing with regards to the trips risk assessments

Section 2 – Physical Access

Action: Director of Operations, Facilities Manager and Health and Safety Officer

a. Review

The above will undertake a full review of all proposed maintenance and planned capital works. Appropriate resources will be identified and allocated where reasonably practical. More significant recommendations may require amendments to the capital works or planned maintenance programs.

b. Site Development Plan

This is a dynamic document that records the status of all approved, planned and aspirational works to be undertaken at Cranmore School. Although some of the projects contained within it do make specific mention of accessibility improvements; improving access to the school buildings and facilities are always taken into consideration. All future revisions of this document will address this issue.

c. New Build/Major Refurbishment

In September 2019 Cranmore joined the Effingham Schools Trust. Developments have been made so that Cranmore can expand to provide education for boys up until and including Year 11. This has resulted in the need of additional classrooms for 2023. The plan is to create a £1.5m STEM building block using capital investment. This will be a new build on the existing site.

In addition, there are plans for the restructuring within the Main school building to allow the Senior school to expand within set areas. This has led to the creation of a Lower Prep School entrance, and further development of this area in planned.

Accessibility considerations are always part of these projects and where reasonably practical, these plans have been developed with improved accessibility in mind.

Completed Works

- 2019/2020** Creation of the Effingham Schools Trust
Painting of classrooms to allow better visibility and lighting.
- 2020/2021** Rolling program for the removal of strip lighting to LED
Relocation of Junior school to rear of the main building. Further development of access pathways
Development of the front of the school

Future Works

- 2021** Restructuring of rear carpark to allow more accessibility to the junior school
- 2021/2022** Relocation of the First Aid Centre to provide better access for all and increased ventilation.
- 2020/2021** Relocation of Hospitality suite. Better accessibility from the main car park, and accessible for all
- 2021/2023** STEM building to House science and senior classrooms.
- 2022/2023** Relocation of the First Aid Centre

d. Routine Planned Maintenance

Implementation of the agreed maintenance programme offers an opportunity for minor accessibility improvements to be made at little or no additional cost. For example, when decorating rooms in the school, the paint colour 'Timeless' can be chosen to assist the visually impaired. All items listed in the programme will be reviewed to determine whether accessibility improvements can be delivered in parallel.

Lighting throughout the school is being upgraded to be LED. This is the appropriate current standard for classrooms.

e. User Feedback

Cranmore School has few visitors, pupils or members of staff that require access arrangements and therefore access issues rarely arise. However, as and when the need arises, every effort will be made to ensure that the use of disabled users is fully accommodated. Every effort will be made in the future to gather the views of disabled users of the School to comment on how "disabled friendly" the site really is.

Section 3 – Access to Information

Action: SLT and Director of Marketing

a. School Publications: All official publications such as the School prospectus, newsletters, and mailings etc. will be reviewed and, if a need is identified, made available in alternative formats (e.g. braille, enlarged text, sound recording etc.). Many documents, including the prospectus, are already available in .pdf format and can be produced in enlarged print sizes.

b. Teaching Material: During INSET, all staff will be reminded that the photocopying facilities and IT department can be used to enlarge documents used in teaching or to print on coloured paper to make them more accessible to those with visual impairment or dyslexia. The Progress department will give guidance about any children who require this type of support.

c. IT Access: The IT Department will ensure that training is available in the use of the Accessibility Functions in the Windows software package and will ensure that all appropriate staff and pupils

are aware of this. In future, Reading Pens will be used for providing “text to speech” for those who require it in Year 10/11 groups. This is required for some learning support students for their examinations.

Evaluation and Review:

The school will make this Accessibility Plan available in the following ways:

- Governors' awareness raised via involvement of HS&S Committee and Governor responsible for SEN.
- Staff awareness raised during staff training and workshop.
- Parents made aware by including the plan on the school web site.

This plan covers the period from January 2021 to December 2024. The school's Health and Safety Committee will review the implementation strategy annual, and the Health and Safety Manager will review and update the plan in March each year.

This annual review will include the following actions:

- Review of the Action Plan.
- Review the effect on outcomes for disabled pupils and impact of any changes made.
- Review of action and progress to achieving targets in the Accessibility Plan.
- Input to School Development Plan for forthcoming year.
- Report to Governors.

The school will review the Plan annually, and every three years a new plan will be created. This plan was created February 2021, and Governors' approval for the next renewal will be sought in June 2021.

Cranmore Accessibility Plan 2019-24

Accessibility Objective	Implementation	Cost	Timeline	Actions Taken
<p style="text-align: center;">Re-Structure the Prep/Senior School Positions within the School to Improve the Movement of Children Around the Site for the Upcoming Years 9, 10 & 11 Pupils.</p>	<p>Phase 1; Prep school classrooms to be relocated from front 4 classrooms to the rear of the school. Creating a new outdoor playground area for reception class access. Senior classes to be moved to the front of the school.</p>	£12k	Sep-20	Completed August 2020
	<p>Phase 2.1; Remove the fenced Junior Playground and create a gentle slope for easier movement to classrooms and to the main entrance Phase 2.2; Purchase a portable ramp for wheelchair access to these classrooms and the hospitality suite.</p>	£15k (£150 for portable ramp)	Summer 20	Completed 'Phase 2.1' August 2020
	<p>Phase 3; To remove several trees, slopes and map out a new road layout with pavement walkways and additional car parking spaces, to allow parents to drop children closer to the Prep School & Nursery entrances</p>	£50 - 70k	Summer 21	
<p style="text-align: center;">New Science/Technology Building</p>	<p>Build to current regulations, allowing full accessibility to all pupils with a range of needs and requirements.</p>		Sep-23	Currently in planning stage. First company have been in to discuss. Further visits/quotes to follow.

Cranmore Accessibility Plan 2019-24

Accessibility Objective	Implementation	Cost	Timeline	Actions Taken
<p>Improve The Access Routes Around the New Prep School Playground</p>	<p>Re-structure the rear swimming pool staircase to increase the width of the pedestrian route between the main building and the red playground/tennis courts.</p>	<p>£1k</p>	<p>Sep-20</p>	<p>Completed August 2020</p>
<p>Improve the Movement of Children Across from the Car Park Pavement to the Henderson Bridge</p>	<p>To paint a hashed crossing point as a designated point for children to cross safely and as a visual point for cars driving within the car park area.</p>	<p>£150</p>	<p>Summer 20</p>	<p>Completed July 2020</p>
<p>Access to the Medical Centre for All</p>	<p>Covid Phase; Immediate relocation of the medical centre to an area that provides improved ventilation Phase 1; To convert R9 office in to a temporary medical room for 21/22 academic year, to maintain improved ventilation.</p>	<p>N/A</p>	<p>Sep-21</p>	<p>Temp Covid 19 Phase; Medical room temporarily moved to the Drama studio, to allow for improved ventilation during the COVID 19 pandemic - Sep 20</p>
	<p>Phase 2; To convert J6/7 and corridor into the new medical centre. This is to include toilets, space segregation for discretion during medical treatment and for a separate, dedicated 'Mental Health Hub'.</p>	<p>£12k</p>	<p>Sep-22</p>	

Cranmore Accessibility Plan 2019-24

Accessibility Objective	Implementation	Cost	Timeline	Actions Taken
<p>Improve wheelchair Access to Sports Hall Facilities</p>	<p><i>Phase 1;</i> Replace the existing double leaf doors with modern glass doors with external lock and paxton access. This would also include a low level threshold bar. Gentle grading of the external floor level would also be required.</p>	<p>£5,500 for double leaf doors</p>	<p>Dec-21</p>	
	<p><i>Phase 2;</i> Replace the existing double leaf doors with modern glass doors to provide clear vision for those exiting from the sports hall. This would also include a low level threshold and an emergency push bar.</p>	<p>£5,500 per double leaf doors</p>	<p>Dec-21</p>	
<p>Improve Pedestrian Access Between Pitches on Henderson Field</p>	<p>To cut in sets of steps in to the steep banks on the Henderson Field to prevent children, staff and parents from attempting to climb the hills and facing potential injury.</p>	<p>Awaiting Quotation</p>	<p>Sep-22</p>	
<p>Improve Safe Access Around the Tennis Court Entrance by Removing Vehicle/Child Collision Hazard</p>	<p>5ft metal fencing to be installed at the top of the ramp with a set of double gates, to ensure that cars cannot access the area that children freely move between lessons. Access will be locked and only available if escorted by a member of the maintenance department.</p>	<p>£4k</p>	<p>Sep-20</p>	<p>Completed August 20</p>

Cranmore Accessibility Plan 2019-24

Accessibility Objective	Implementation	Cost	Timeline	Actions Taken
<p>Improve People Movement in Corridor Spaces</p>	<p>Fire doors within corridor spaces to be fitted with magnetic holding devices, to improve the movement of children and staff. Rolling program in place.</p>	<p>£200 Per Door</p>	<p>2023</p>	<p>Installed new magnetic holdback on end door of corridor by swimming pool to science - Oct 2020</p>
<p>Improved Ease of Access for Authorised Persons to Science, DT & Art rooms</p>	<p>Paxton Access System in Science labs, Art & DT</p>	<p>£1000 Per Door</p>	<p>Summer 2022</p>	
<p>Improve Transport Standards for Those Children Using Mini-Buses</p>	<p>Consider all new replacement vehicles to be electric, to improve standards for those choosing to use the transport links and to improve the schools' approach to carbon emissions.</p>		<p>Rolling Program</p>	
<p>Improve Accessibility of the Hospitality Suite to Parents/Visitors</p>	<p>Phase 1; Re-locate the Hospitality suite from T1/2 (rear of the school) to J5 (front of the school) to improve access from the main carpark and to prevent visitors from accessing central areas of the school. New Flooring, painting and screen. Phase 2; New Bi-fold doors to be installed for even further improved access to the suite.</p>	<p><i>Phase 1;</i> £4k <i>Phase 2;</i> £10k</p>	<p>P1 - Sept 21 P2 - Dec 22</p>	

Cranmore Accessibility Plan 2019-24

Accessibility Objective	Implementation	Cost	Timeline	Actions Taken
Improvements to the Playground Environment Within the Main Playground Area	Upgrade the adventure playground to include a range of equipment suitable from children of all ages. Upgrade the general playing surface within the playground to prevent hazards created from damaged rubber surface.	£50 - 75k	Sep-23	
Improve Light levels in the Indoor Sports Facilities	Upgrade existing lighting In the main sports hall area, squash courts and fitness suite to LED's, with a higher light output.	Sports Hall - £7.5k Squash Courts/Fitness Suite - £6k	Oct-21	Main Sports Hall Completed - Feb 21
Improve Light Levels of Classrooms, Communal Areas & Offices	Upgrade existing lighting to LED, with a higher lumin level.	Approx. £600 per classroom	Rolling Program	
Improve Light Levels of Classrooms, Communal Areas & Offices	Re-paint internal areas with 'Timeless' white paint.	Approx. £100 per sq mtr.	Rolling Program	

Cranmore Accessibility Plan 2019-24

Accessibility Objective	Implementation	Cost	Timeline	Actions Taken
<p>Improve Accessibility to Drama for All Students</p>	<p>Re-locate Drama to the old Hospitality suite. Paint Wall black, transfer the lighting rigs across, erect racking (from the old school shop), black-out blinds. Transfer all other existing equipment across.</p>	<p>£2k</p>	<p>Sep-21</p>	<p>Walls Painted Black - Oct 20</p>
<p>Improve School Tannoy Communications</p>	<p>To carry out an in-house survey and increase the number of speakers dependant on the levels of sound achieved.</p>	<p>+£150 per speaker approx</p>	<p>Sep-22</p>	
<p>Improve Acoustics in Auditorium & Sports Hall for Assemblies and Events</p>	<p>To install an upgraded sound/microphone system to improve accessibility for all (additional emphasis on those with hearing impairments)</p>	<p>£15k</p>	<p>Sep-22</p>	
<p>Improve the Access Management In and Around the Pond Area</p>	<p>To install a higher fence/gate around the pond area to help prevent unsuitable access. To replace the rotten wood decking for an improved, anti-slip deck.</p>	<p>£1.5k</p>	<p>Sep-22</p>	

Area of Plan	Item	Resources / person responsible	Timescale for completion	Success criteria	Date for review
Information/ Curriculum	Improve information to parents regarding the curriculum on offer to Senior pupils	Deputy Head	September 2022	Increase awareness to parents/pupils	Annual Event
Information/ Curriculum	Review system for monitoring VLE	Deputy Head/ HOD's	Termly reminder to HOD's	VLE kept up to date. Improved access to information for all pupils, ease for parents to give support	Termly Review
Extra-Curricular	Continue to review After School Club provision	ASC Co-ordinator	Summer 2021	Improve more inclusive ASC provision for less able pupils.	Termly Event
Curriculum	Staff training re: limitations/ needs of specific pupils	Progress Coordinator	Regular updates given to the appropriate staff regarding SEN children	Increased awareness among staff of needs of specific pupils. Differentiation of expectations, workload and requirements	Annual Event Staff meetings & Inset
Curriculum	Continue to review sports provision	Director of Sport	August 2021	Improve more inclusive sports provision for less able pupils. Dedicated member of staff	Annual Event

Curriculum	Staff training on medical / behavioural conditions, limitations which children face and strategies which can help	Progress Co-ordinator / school nurse	September 2021	Increased awareness, adjustments and support for certain pupils	Annual Event Ongoing reviewing Medical issues - Nurse
Extra-Curricular	Continue to review playtime supervision	Senior staff	September 2022	Avoidance of exclusion	Annual Event