



Accessibility Policy

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 the individual talents and providing for their needs within its caring Christian community.

Cranmore's values: Faith, Character, Community, Compassion and Intellect

Ethos and aims

Cranmore School ('the School') strives to be a fully inclusive and welcoming school. It aims to ensure that each and every pupil can participate fully in school life regardless of disability.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information, which is readily accessible to pupils who are not disabled.

How the plan is constructed

The School has a Health and Safety Committee which consists of:

- Governor representative
- Director of Operations
- Deputy Head
- Compliance Officer
- A number of other key staff connected to the safety and wellbeing of pupils.

The committee's terms of reference include:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEN and Disability Policy
4. to prepare the School's Accessibility Plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's Health and Safety Committee has been central to the drawing up of the School's Accessibility plan. It has considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are incorporated into the plan before the arrival of the new pupils.

How the plan is reviewed and monitored

The School's Health and Safety Committee meets termly and reviews recommendations for inclusion in the plan, which include input from the Senior Leadership Team. The plan is formally reviewed every three years and shared with the Board of Governors.

Author, A.M.Ellison

Position, Director of Operations

Reissued: March 2019, May 2023, December 2024

CRANMORE ACCESSIBILITY PLAN -2025 – 2028



IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT – ESTATE IMPROVEMENTS

Accessibility Objective	Implementation	Cost	Timeline	Action
Improve wheelchair access throughout the school	Purchase and fit portable ramps to hospitality suite, sports hall and specific classrooms	£150 per portable ramp	January 2025	Ramps in the process of being purchased. Will be fitted over Christmas holiday 2024
	Fit low level emergency push bar and Paxton Lock connection to glass door nearest to the car park	£5,500	December 2025	In the planning stage
	Improve the signage to the pedestrian access to the pitches on the Henderson Field	Quotation awaited	September 2025	In the planning stage
	Develop a map of disabled access routes around the school	Within staffing cost	July 2025	In the planning stage
	Repair pavements and resurface tarmac	£20K	Easter 2026	To be planned albeit most car parking and pedestrian walkways

	walkways in disabled access routes			need repair due to age and tree root damage.
Improve people movement in Corridor spaces	Fit fire doors with magnetic holders with automated quick release	£400 per door	Summer 2025	In the planning stage. Will be informed by latest Fire Risk Assessment
Improve accessibility to school transport	Maintain ratio of minibuses with disabled access	n/a	Rolling lease programme.	Currently 4/38 have disabled access. All outsourced providers offer disabled access
Improve lighting throughout the school buildings and grounds	Upgrade existing lighting to LED with higher Lumin level	Approx £1000 per classroom	Rolling programme to be completed by 2030	Priorities in the planning stage
	Paint classrooms with 'Timeless' white paint.	£100 per sq mtr	Rolling programme	Priorities in the planning stage
	Install better lighting over the main gate area	£1000	September 2025	In the planning stage
Improve School Communications	Install an upgraded sound system (with hearing loops) in the Auditorium and Sports Hall	£15k	September 2026	In the planning stage
	Increase the number of internal speakers	£250 per speaker	September 2027	Priorities in the planning stage
Improve availability of disabled parking bays	Review current provision and location and increased if required		September 2025	Review will be undertaken by January 2025

IMPROVING ACCESS TO THE CURRICULUM: Adjustments already in place

All teaching staff are involved in planning and delivering differentiated lessons, including for pupils of concern and those with SEND needs.

Waves of intervention

- Wave 1 provisions are part of our day-to-day quality inclusive teaching and differentiating for the range of learners.
- Wave 2 provisions are additional short-term interventions, often provided to groups of pupils with similar needs, aimed at accelerating the progress of individuals so they can 'catch up' with their peers. For example, laptop users, spelling, reading.
- Wave 3 provisions are targeted personalised interventions, enabling each child to achieve their potential.

Assessment and tracking pupil progress

- Total Assessment Book, standardised test results (NGRT, NGST, PTE, PTM, MidYis, Yellis), Academic tracking document in-class and formal assessment data.
- Any pupil flagged for additional support or presents with learning difficulties are flagged by class teachers or Heads of Departments to the SENDCo. These pupils are added to the Monitor List and their progress is monitored at end of term checkpoints, in class assessments and through standardised data. Parents are informed, and unless there are special circumstances, 6 weeks of intervention must be in place before Progress support will be implemented.

Sharing of SEND information and planning support

- Staff have access to SEND planning documents, including Progress & Monitor Lists and SEND planning support documents, which are regularly updated by the SENDCo and Progress team.
- Students Educational and Specialist reports are summarised and shared with teachers. This information is readily accessible via the SEND planning document

Extracurricular support

- Staff in the senior school operate weekly booster sessions in breaks and after school for their subject.

Assisted technology

Pupils have access to:

- 'Read & Write' software in class and formal exams
- One Note workbooks for laptop users

Progress Department support

Type of support offered:

- English support - 1:1, small groups or in class with specialist teachers
- Maths support - 1:1, small groups or in class
- Study support - 1:1, small groups
- Touch-typing interventions run weekly for Upper Prep and Senior students.
- Social/ Behaviour support- 1:1, small groups or in class
- ELSA (Emotional Literacy Support Assistant)
- Speech therapy- external support
- Occupational therapy – external support

Independent Education Plans:

- All wave 3 children have an IEP which is readily accessible for their parents and teaching staff. The plan includes short-term and long-term targets. These goals are consistently reviewed, are linked to curriculum objectives, and are drawn up in collaboration with subject/class teachers, parents and pupils.
- IEP meetings with parents are scheduled twice a year, in January and June. During these meetings, 20 minutes will be allocated to discuss the child's targets, progress, suggested strategies to support at home and review the nature of support.

In class support:

- Progress Teachers are aligned to specific year groups and departments. This approach ensures there is close collaboration with subject/class teachers.

- Each week the Progress teacher assigned to year group/department will: review pupil workbooks to ensure pupil have the support and scaffolding they need to achieve learning objectives, ensure strategies and SEND report recommendations are in place.

GCSE and exam support

- SENDCo and Access Arrangements Support Assessor ensure access arrangements are in place for all pupils with SEND or who have additional learning needs.
- SENDCo liaises closely with Examinations Officer to ensure access arrangements are in place for Y11 Mocks and summer term exams.
- Exam Access arrangements are provided for students who require:
 - Extra time
 - Rest breaks
 - Laptop
 - Readers
 - Enlarged text and coloured text for visually impaired
 - Small rooms, including for students with hearing difficulties

PSHRSE/ Wellbeing

- Recent overhaul of the PSHE program has included a focus on protective characteristics including disability.

IMPROVING ACCESS TO THE CURRICULUM

	Aim	Actions to be taken	Responsibility and Timescale
Short Term	Increase the extent to which SEND pupils can access the curriculum	<ul style="list-style-type: none"> • Ensure the EAL data we hold is an accurate representation by checking with parents. • Training for staff on how to plan and differentiate for the range of SEND pupils. • To move more Progress pupils from 1:1 to small groups. 	<p>SENDCo to cross check data by end of Autumn Term 2024.</p> <p>SENDCo to find date with Deputy Head. Training to be complete by end January 2025.</p> <p>SENDCo to work with Progress staff in the autumn and spring terms and restructure where possible.</p>
Medium Term	Increase the extent to which SEND pupils can access the curriculum	<ul style="list-style-type: none"> • Earlier screening for Access Arrangements • To target more class intervention that Teir 3 support. • Create a rolling training programme for staff to support SEND pupils. 	<p>Screen Year 10 and 9 pupils by end of summer term.</p> <p>SENDCo to review areas of need via 'Forms' survey by end of Summer Term 2025.</p> <p>SENDCo to devise training plan schedule for SLT approval by end of Summer Term 2025.</p> <p>Training Plan in action from Sept 2025.</p>
Long Term	Increase the extent to which SEND pupils can access the curriculum	<ul style="list-style-type: none"> • Continue to review differentiation and learning provision for all pupils. • Continue to give SEND pupils a voice in how they are supported, by regular meetings with the SENDCo, and feedback through their form teacher. • Consideration of GCSE options structures to be reviewed for SEND pupils 	<p>SLT and SENDCo. Ongoing.</p>