



CROMWELL HIGH SCHOOL

Accessibility Plan

February 2021 to February 2024

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The definition

For the purposes of the Act:

- substantial means neither minor nor trivial
- long term means that the effect of the impairment has lasted or is likely to last for at least 12 months (there are special rules covering recurring or fluctuating conditions)
- normal day-to-day activities include everyday things like eating, washing, walking and going shopping
- a normal day-to-day activity must affect one of the 'capacities' listed in the Act which include mobility, manual dexterity, speech, hearing, seeing and memory

This Accessibility Plan is designed to move towards the elimination of barriers and “institutional” (or systematic but often unintentional) discrimination against disabled pupils, staff and visitors. We will concentrate on our pupils as, if we get thing right for them, accessibility will become greatly enhanced for all disabled people within our school community.

1. Values

As a school for pupils with learning difficulties including many associated physical and sensory disabilities we consider it part of our central reason for being that Cromwell High School removes all barriers to completely include disabled pupils and challenge them to achieve holistically to the maximum extent possible. Our mission statement is that EVERY child should:

- learn as much about the world as possible
- learn the skills to be as successfully in their lives as possible
- learn to become a caring responsible citizen.

We remain completely committed to the principles that every child has the right to:

- be safe
- be healthy
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

We identify that the following issues could present barriers for disabled pupils:

- learning difficulties- curriculum differentiation issues, communication systems issues.
- Physical disabilities- building issues, furniture issues, equipment issues
- Visual impairment- lighting issues, colour and contrast issues, tactile cue issues, acoustic issues (see HI plan).
- Hearing impairment- signing & symbol communication environment, acoustic issues, assistive technology issues, visual clarity issues (see VI plan).

2. Information/data

School will consider the following sources of evidence:

- Analysis of pupil performance by physical disability and sensory impairment.
- Observations of pupils in lesson observations, around the school and in day to day “walk the school” and “learning walk” sessions.
- Scrutiny of pupil work
- Participation rates in school curriculum and extra curricular activities
- reports, feedback and audit from our LEA Visual and Hearing Impairment support teams
- reports, feedback and audit from PCT services including Nursing, Speech and Language Therapy (SALT), Physiotherapy and, (to campaign for) Occupational Therapy (OT)
- Views and data regarding future needs- especially from our main feeder primary schools.
- discussion with staff, parents, pupils including the school council and other stakeholders.

3. Action Plan

We will take action under the following areas:

- **learning difficulties-** curriculum differentiation issues, communication systems issues- see our Teaching and Learning and Special Educational Needs School Improvement Plan of Action plus the following relating to the building:

Evaluation of current position

Strengths	Ref to evidence	Needs	Ref to evidence
Cromwell building is secure against pupils leaving without authorisation and assessment that they are aware of the consequences of decisions unsupervised in public.	Governors H&S tour	Rayner Stephens building needs to remain fully secure against pupils leaving without authorisation and assessment that they are aware of the consequences of decisions unsupervised in public.	
All ability cohorts of pupils achieve well across the curriculum as a whole.	O&U analysis	Greater interface with the public and opportunities for vocational learning.	
	Obs audit	Learning spaces for conceptual dept that better communicate the expectations of learning behaviour- see TEACCH strategies for full guide- use of second computer screens.	
	Obs audit	Inadequate SALT input	
Good symbol communication systems in many places in school	Obs audit , staff discussion	Review symbol signage throughout Cromwell.	

Action Plan

Aim	Criteria of Success	Date completed	Who is responsible?	How much will it cost?	Where will the money come from?
Restore SALT input	School to recruit for directly employed SALT support. Report to gov.	Sept 2021	AF	unknown	LA or school budget

Pupils Vocational opportunities	A work shop is created from the existing garage space.	Sept 2022	AF	Circa £40k	Reserves and sponsorship
Pupils receive the OT support which they require to maximise outcomes in school and as young adults.	School campaigns for pupils with an “access to learning” or “basic life skills” need for OT input has a OT designed programme, school staff have been trained and adequate OT monitoring occurs. Report to gov	Sept 2022	Campaigning by AF and governing body.	Circa £5K	Headteacher and governor time.

- **Physical disabilities-** building issues, furniture issues, equipment issues

Evaluation of current position

Strengths	Ref to evidence	Needs	Ref to evidence
No discernible discrimination detectable from pupil performance data.	PIVATS analysis		
Excellent rise and fall height adjustable tables, sinks, cookers etc.	Obs audit	Review all furniture- ensure variety of fixed height furniture and easily height adjustable alternatives.	
Automatic door opening on doors most used by wheelchair users	Obs audit		
Hoists in every Cromwell classroom and sufficient disabled access toilet and changing facilities.	Obs audit	Inadequate OT input except for seating clinic (see learning difficulties Action Plan)	
Integrated but structured lunchtime external recreation space	Obs audit		

Action Plan

Aim	Criteria of Success	Date completed	Who is responsible?	How much will it cost?	Where will the money come from?
To vastly improve the appropriateness of fixed height furniture.	All furniture is correct for individuals using it- OT audit	2022	AF	Ongoing replacement budget	School budget
To review access by OT audit	All furniture is correct for individuals using it- OT audit	2022	AF	Approx £2K depending upon negotiation	School budget

- **Visual impairment-** lighting issues, colour and contrast issues, tactile cue issues, acoustic issues (see HI plan).

Evaluation of current position

Strengths	Ref to evidence	Needs	Ref to evidence
	Observation audit	Develop learning area outside sensory department with a view to positive	

		looking	
Positive looking programme within sensory department		Review multisensory signage	
High contrast floor wall dividers.	Observation audit		
Tactile "mark raiser" machine and paper. Magnifying devices. Off white high contrast and big text presentations.	Observation audit		
Objects of reference in regular use.	Observation audit		
Day-light imitation bulbs used in darkest areas.	Observation audit		
2 sensory rooms			
Excellent positive looking programme in sensory department	Observation audit		

Action Plan

Aim	Criteria of Success	Date completed	Who is responsible?	How much will it cost?	Where will the money come from?
Development of outdoor space outside sensory	Pupils to be able access outdoors regularly for learning.	Sept 2022	AF	£100	School reserves

- **Hearing impairment**- signing & symbol communication environment, acoustic issues, assistive technology issues, visual clarity issues (see VI plan).

Evaluation of current position

Strengths	Ref to evidence	Needs	Ref to evidence
3 BSL level one signers on TA staff. Improved rates and quality of signing over last few years- training has had impact- but more to be done.	Observation audit	Continuing to improve rate and quality of signing for every member of contact staff- and basic signs for others.	
		Greater use of assistive technology hearing systems- loop or loud speaker system?-.	
Generally good general acoustics within Cromwell.	Observation audit	Better acoustics in larger spaces- especially the RS gym!	

Action Plan

Aim	Criteria of Success	Date completed	Who is responsible?	How much will it cost?	Where will the money come from?
More and better signing.	Day to day obs indicate at least 80% signing and lesson obs given 80% "good" for signing.	Summer 2022	AF	-	INSET
Maximise HI pupil ability to hear in larger group situations.	assistive technology hearing systems- consistent use of hearing mics.	September 2022	AF	-	INSET

- **Availability of the plan**

The plan will be reported in brief to parents through the school prospectus and newsletter with a link to the full plan on the Website.

- **Responsibilities**

Oversight of the plan is the responsibility of the Headteacher who will report to the Governing Body on progress.