

## Cramlington Learning Village - Accessibility Plan

### Introduction

Cramlington Learning Village (CLV) is committed to providing an inclusive learning environment where all students can succeed and achieve. CLV is dedicated to providing premises and support which are suitable for all educational purposes and which give access to a broad and balanced curriculum for all young people, irrespective of Special Educational Need or Disability.

### Definition of Disability

A disability is defined in the Equality Act 2010 as:

**A person has a disability if he or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.**

In the Equality Act (2010) '**substantial**' means '**more than minor or trivial**'. '**Long-term**' means it has **lasted or is likely to last more than 12 months**.

Physical or mental impairments can include sensory impairments (such as those affecting sight or hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on the everyday lives of children and young people.

### Contextual information

Cramlington Learning Village is actively improving accessibility for all young people and visitors as, and when, building schemes are considered and completed accessibility is considered throughout the process.

The school consists of several buildings, some on one level and others with 2 or 3 storeys. Each building has several access points and all have accessible doorways. There are lifts in all buildings with more than one level which can accommodate wheelchairs and are maintained on a regular basis. Wheelchair users can access all areas of the school apart from the Science laboratories on the top level of Innovate Block. However, there are other dedicated science classrooms in other accessible parts of the school.

On-site car parking for staff and visitors include several dedicated disabled parking bays. There are also dedicated drop off bays in the main school car park. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance is fully accessible to wheelchair users. There are disabled toilet facilities available to students, staff and visitors in each building.

The school has internal emergency signage and escape routes are clearly marked. This includes refuge areas for wheelchair users and evacuation chairs in each stairway. The lifts are fire-proofed. When the fire alarm sounds red lights flash to indicate a fire alarm to those with hearing impairments. Staff training for EVAC Chair completed by a number of staff. Personal Evacuation Plans (PEEP) are written for students who require them depending on individual need.

There are many adaptations for students with visual impairments such as yellow thresholds, contrast backing around door release buttons, glass doors have visual indicators, stairs have yellow edges and appropriate signage is used.

There is a hygiene room available for students with physical needs and toilets for the disabled are distributed throughout the school.

We ask about any disability or health conditions in early communications with new parents and carers. For parents and carers of students already at the school, we collect information on disability as part of a survey of parents' views and medical needs annually and use this to plan support required.

## **Scope of the Accessibility Plan**

The Cramlington Learning Village Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

### **1. Improve the physical environment of the school**

Managing and improving the physical environment of CLV for the purpose of increasing the extent to which people with physical needs are able to take advantage of the buildings and associated services. We aim to meet the needs of a range of young people on roll and prospective students and parents and carers with disabilities

### **2. Increase the extent to which disabled students can participate in the curriculum**

We provide all young people with a broad and balanced curriculum, adapted and adjusted to meet the needs of individuals. We endorse the key principles which underpin the development of an inclusive curriculum, ensuring the curriculum is adapted to meet the learning needs of young people with SEND, and making target setting effective and personalised for these students, ensuring suitable challenge for all. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled students and young people can participate in the curriculum at CLV.

### **3. Improve the availability of accessible information**

We work with the external agencies such as the Local Authority and Local Health Services to ensure we follow the advice of professionals. CLV staff use appropriate media to ensure communication is effective.

## **Management, coordination and implementation**

- CLV will consult with experts to ensure accessibility for students and carers with disabilities on an ongoing basis
- The plan is structured to complement and support the school's SEND Policy, and is published on the school website.
- Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health and Safety
- School Prospectus
- School Improvement Plan
- Anti-Bullying Policy
- Admissions Policy
- Special Educational Needs and Disability Policy
- SEND Information report
- Medical Conditions Policy
- Supporting students with health needs who cannot attend school policy

The Accessibility Plan for physical accessibility relates to the Health and Safety Audit of the school which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. A health and safety audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be monitored by governors.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## ACCESSIBILITY PLAN

### Aim 1: To increase the extent to which disabled students can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students and prospective students with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with feeder schools at transition points to review potential intake for September starts	To identify students who may need additional to or different provision for September 2025	September 2025	SENDCO/Transition Manager/ HOY/ Head of JLV Head of Sixth form	Procedures/equipment in place by September 2025 Student needs are met
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT SENDCO Governors	All policies clearly reflect inclusive practice and procedure Student needs are met
To establish close liaison with parent/carers	To ensure collaboration and information sharing between school and families SEND Review meetings EHCP meetings	Ongoing	SLT SENDCO SEN staff Pastoral staff Teaching staff Admin staff Previous school	Clear collaborative working approach Student needs are met
To establish close liaison with outside agencies for students with ongoing health needs	To ensure collaboration between all key personnel	Ongoing	SLT SENDCO TAs Pastoral staff Outside agencies Previous school	Clear collaborative working approach Student needs are met
To ensure full access to the curriculum for all students	Outside visits, CPD for staff and: <ul style="list-style-type: none"> <li>• A differentiated curriculum with reasonable adjustments</li> <li>• The use of appropriate assessment tools to assist in developing learning opportunities for students and also in assessing</li> </ul>	Ongoing	Teaching staff SENDCO TAs	Advice taken and strategies evident in classroom practice. Student with SEN and disabilities supported and able to access the curriculum  Access arrangements applied for and assessments

	<p>progress in different subjects</p> <ul style="list-style-type: none"> <li>• A range of support staff including trained TAs</li> <li>• Multimedia activities to support learning</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from occupational therapy, physiotherapy and medical physics</li> <li>• Recording in ISPs and on EHC plans</li> <li>• Access arrangements in place where applicable and following JCQ guidelines</li> </ul>			completed for students in Year 10 and Year 11.
To finely review attainment of all SEND students	<p>SENCO/Year Team meetings ISP and EHC plans Student progress Scrutiny of assessment system Regular liaison with parents Focused SPM meetings</p>	Termly	<p>Teaching staff Year Team SENDCO SPM Head of subject departments</p>	<p>Progress made towards ISPs show clear targets and progress made Review data shows progress of all SEND students</p>
<p>To ensure the inclusion of disabled students in classroom discussions/activities To adapt teaching and learning appropriately for all learners</p>	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> </ul>	Ongoing	<p>Whole school approach Teaching and Learning team</p>	<p>Variety of learning styles and multi-sensory activities evident in teaching and learning Ensuring that the needs of all disabled students, parents and staff are met within the school</p>

	<ul style="list-style-type: none"> <li>• Features such as laptops and specialised keyboard</li> <li>• Making reasonable adjustments to ensure disabled students to participate successfully in lessons</li> <li>• Assistive technologies such as reading pens and reading apps</li> <li>• Creating positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people</li> <li>• Staff training in adapting and personalising teaching and learning</li> </ul>			
To evaluate and review the a short and long term targets annually	CAM meetings Portfolio visits Report to Governors	Annually	SLT/Core curriculum co-ordinators Governors	All students making good progress
To report on updates of SEND provision to the Governing Body	Report to Governors	Annually SEN Governor/SENDCO meetings	SENDCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

**2. To ensure the physical environment of the school is accessible to students with an SEN or disability so that they can fully access education and associated services.**

There are lifts in every building as required and all classrooms are accessible apart from Innovate 2<sup>nd</sup> floor. Students with physical needs are not timetabled in these classrooms. There are ramps to allow access to every building. There are also many adaptations for visually impaired students such as yellow strips on stairs, yellow highlighting tape on physical hazards. Improved signage is also in place.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical environment of the school	The school will take account of the needs of students, 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. Consult with outside agencies and experts when required	Ongoing	SLT/Governors	Enabling needs to be met where possible.
Ensure appropriate sensory environment for all children,	Audit of spaces to support SEMH and sensory needs  Adaptions to classrooms, and social spaces depending on the need.	Ongoing	Teaching and non-teaching staff	Appropriate environment maintained. Student needs are met
To ensure that the medical needs of all students are met fully within the capability of the school	To liaise with parent/carers and external agencies, identifying training needs and establish individual protocols where needed. Care plans in place as necessary.	Ongoing	SEND/CO/Health Care Plans/TAs/Health Service personnel/Safeguarding Lead	To ensure that disabled students medical needs are met in school

	EVAC chair training for specified staff Complete Personal Evacuation Plans (PEEP) for individual students Complete Intimate Care plans for individual students			
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off and collect students Designated drop off bays Arrange for interpreters as appropriate Questionnaire to assess needs Offer a telephone call to explain letters home for some parents who need this Use of email rather than phonecalls for hearing impaired parents Adopt a more proactive approach to identifying the access requirements of disabled parents	To be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via Safety messages/ letters/ newsletters Regular checks to be made. Duty staff on access points at social times	Ongoing	All staff/site staff	Students are safe and needs are met
To maintain accreditation of Well Being Award for Schools	Continue to work towards Well Being targets	Reviewed in 2023	PSHE/Healthy School Co-ordinator Whole school approach	Maintaining award Maintaining award We achieved the WAS award in October 2023 - accreditation 2023-2026

To achieve accreditation of Anti Bullying Alliance Award	Work towards Anti Bullying targets	May 2025	PSHE/Healthy School Co-ordinator Whole school approach	Accreditation of award Award criteria submitted 23rd Feb 2024 for 2024 accreditation
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### Aim 3: To improve the delivery of information to disabled students and parents

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To support parents with disabilities	Regular communication with parents Support provided for parents as appropriate	Ongoing	Year Team SLT	Home-school communication effective
To ensure all students with communication/sensory difficulties have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies	Ongoing	All staff to be aware	Students with communication difficulties are able to access the curriculum
To enable improved access to written information for students, parents and visitors	Raising awareness of font size and page layouts will support students with visual impairments Auditing the school library to ensure the availability of large font and easy read texts will improve access Auditing signage around the school to ensure it is accessible to all Continue to investigate assistive technologies to support students	Ongoing	School Director of Business & Finance SENDCO School LRC Manager	Students, parents and visitors able to access information appropriately
To ensure school is aware of any disabilities and needs	Information collected about new students Information available for all staff ISP meetings and EHC Plans Health Care Plans Disabilities information on Frog Staff CPD	Annually	All staff Outside agencies Parents/carers	Each teacher/staff member aware of disabilities of students in their classes

School record system to be reviewed and updated where necessary	Record keeping system to be reviewed	Continual review and improvement	Year Teams Data Manager SLT SEN team Admin team	Effective communication of information about disabilities throughout school
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### Acronyms

- SENDCo Special Educational Needs and Disabilities Coordinator
- SEND Special Educational Needs and Disabilities
- SEMH Social, Emotional and Mental Health
- PEEP Personal Evacuation Plan
- SLT Senior Leadership Team
- HOY Head of Year
- ISP Individual Support Plan
- EHC(P) Education, Health and Care Plan
- SPM Student Progress Meeting
- CAM Curriculum Area Manager
- LRC Learning Resource Centre