



Whole School Accessibility Policy (Action Plan for 1 April 2023 to 31 March 2027)

Please also refer to: **‘Reasonable Adjustments for Pupils’ Policy**, **‘Whole School Equal Opportunities Policy for Pupils’**, **‘Whole School Special Educational Needs Policy’** and **‘Whole School Disability Policy for Pupils’**.

Cranford School supports the right of every individual (pupils, staff, parents, contractors or visitors) to participate fully in mainstream school life. For the purpose of this policy, ‘accessibility’ is understood in its broadest sense and, in addition to mobility and sensory impairments, includes mental health problems, specific learning difficulties, learning difficulties and disabilities (SEND) and medical conditions which may have an impact on day-to-day activities. Cranford School will also have regard to the needs of vulnerable and minority groups. This policy also extends to members of the public using the School’s premises.

This policy is available in an abridged format to all interested parties on our website and on request from the School Office. It is reviewed annually, and when events or legislation requires, by the Headmaster, SENCo, Director of Finance and Operations and the Governors.

Aims:

- To provide an inclusive learning environment, ensuring, where possible, physical access for all and seeking to develop access to associated services;
- To offer an inclusive, accessible curriculum for all, recognising different learning needs;
- To work in partnership with parents and carers, maintaining and developing positive relationships and good communication, engaging them in our shared purpose;
- To ascertain the needs of the disabled within our School community, seeking the opinions of the individual pupil, their principal carer as well as the views of other stakeholders;
- To inform planning by taking into consideration the views and opinions of all stakeholders, to ensure full access to the life of the School;
- To maintain regular audits of the School and all it offers, removing any barriers to learning and participation;
- To continue to work as an equal opportunity employer, selecting staff on their merit and suitability for the post;
- To provide a workplace and learning environment where staff and pupils are treated with dignity and respect;
- To ensure appropriate provision is in place for any disabled pupil or member of staff, seeking out relevant information prior to them joining our School;
- To improve knowledge and understanding of disabilities amongst all members of our School community;
- To take reasonable steps to ensure that disabled pupils and applicants are not put at substantial disadvantage by comparison with pupils and applicants who are not disabled.

- Please refer to the School's **'Reasonable Adjustments for Pupils'** Policy for further details which is located on the website

The School continually reviews all pupils in terms of achievement, attendance, behaviour, participation in trips and after school activities, ensuring the needs are met of those with a disability and/or special educational needs.

The policy encompasses three main areas and seeks to review and improve access constantly. School seeks to:

a) Increase the extent to which disabled pupils (including those with additional needs) can access, participate and achieve within the whole curriculum:

Pupils are offered places at Cranford School in accordance with the School's **'Whole School Admissions Policy and Procedures'**. Pupils with learning differences or additional needs will be supported within the classroom through differentiation and specialist resources. Appropriate interventions will be designed to support the individual needs of these pupils, and regular reviews of need will be carried out.

b) Increase the extent to which physical barriers may be removed:

Cranford School is committed to giving access to disabled people, as far as is possible, in our School buildings. This includes ramps for wheelchair access, disabled parking spaces, toilet facilities, a lift to gain access to the majority of the Senior School and Sixth Form classrooms (the Sixth Form also has a ramp) and the Sports Hall and clear signage. Pupils with disabilities are always encouraged to take part in the full range of School activities, e.g. Sports Days, School trips, extra-curricular clubs and activities, productions, etc. People who identify other physical barriers to access at Cranford School should raise the matter with the Headmaster or Director of Finance and Operations.

c) Increase information access:

Cranford School is committed to providing information about the School in formats other than those currently in place. People who require School information in alternative formats are invited to communicate their needs to the School via the School's website or directly in writing to the Headmaster at School.

Reviewed: March 2026: Headmaster, SENCo, Director of Finance and Operations and Governors

Review due: March 2027 by Headmaster, SENCo, Director of Finance and Operations & Governors, DSL

Action Plan 2023 - 2027

Priority		Action Required	Success Criteria	Timescale	Person Responsible	Action Taken
1.	As part of the Capex Plan implemented, evolve the site to allow disabled access to all areas.	<p>1. Sixth Form block to include a lift for disabled access and outdoor ramp.</p> <p>2. Final phase of development: This will be 4 classrooms above the Science Labs. Access will be via a chair climber but these classrooms will not be allocated for disabled students to reduce the need to access these rooms.</p>	Building plans executed in the timeframe proposed.	<ul style="list-style-type: none"> Sixth Form complete Sept 2020. Post 2025 STEM classrooms to be built. 	Director of Finance and Operations	<p>Sixth Form block completed.</p> <p>Timing for Science Labs development to be confirmed.</p>
2.	Post implementation of each phase of the Capex Development Plan, internally re-assess the site against the Accessibility Survey.	Consider and implement any further remediation required.	Conduct updated Accessibility Survey in 2024 to monitor progress (previous survey was done in 2017)	2024 to 2027 Continue to review as each project is completed.	Director of Finance and Operations/Health and Safety Co-ordinator.	Each build has taken this into consideration e.g. increased number of disabled toilets on site, replacing doors in Maple Court to improve visibility, looking at markings on glass in Sixth Form to improve visibility and lift

						access to rear of the site and internal lift for access.
3.	Revisit glazing survey (completed March 2022) post next phases of 2025 Capex Plan and ensure compliance with up-to-date legislation.	Remediation as advised by glazing consultant.	Conduct updated Glazing Survey in 2025,	2023 to 2027	Director of Finance and Operations	Glazing survey completed 13 July 2022
4.	Improve inclusive learning environment within the school	All staff involved in teaching and learning to be fully aware of the individual needs of all pupils through effective communication of information, appropriate training and resources and regular monitoring.	All pupils can access the curriculum and fulfil their potential in a supportive learning environment.	On-going review on a yearly basis.	SLT & SENCo	<ul style="list-style-type: none"> SEND team on Microsoft teams. This team is a central hub for all SEND information for easy staff access, including but not limited to training resources, provision maps, pupil learning profiles, intervention trackers, SEND register Senior school SENCO produces a weekly SEND bulletin that is published weekly to all senior teachers on the SEND team with individual SEND pupil updates plus a weekly training tip. SENCOs send termly correspondence to parents to SENCO attends weekly briefing and gives relevant updates to staff or will email selected staff/ hold meetings to update on individual pupils SENCO gives training updates in whole staff Inset.

5.	Improve access for all extra-curricular activities and school trips.	All needs to be considered before planning any trips and clubs, including consideration of physical access, transport, risk assessments, staffing etc.	All pupils have the same opportunity to attend extra-curricular activities and trips.	On-going review on a yearly basis	SLT & SENCo	<ul style="list-style-type: none"> • Separate risk assessments produced for pupils with SEND or additional needs for trips where necessary. • No pupil excluded from a trip or activity due to SEND or additional needs.
6.	Improve channels of communications and information available in different formats to people who require it	Research and incorporate into new website. Research Braille, large print, audio/video tapes etc. Information to be appropriately modified for anyone with a learning difficulty when possible.	New technology will increase opportunities for disabled people. Modified information available and accessible	Review July 2026	Headmaster with Director of Computing/ Network Director and SENCo	
7.	Access to Junior block and Willow Court South First Floor	Current provision acceptable, if required future lift as Appendix A	To provide platform lift access to first floor Junior School classrooms	On-going review on a yearly basis	Director of Finance and Operations/Health and Safety Co-ordinator.	

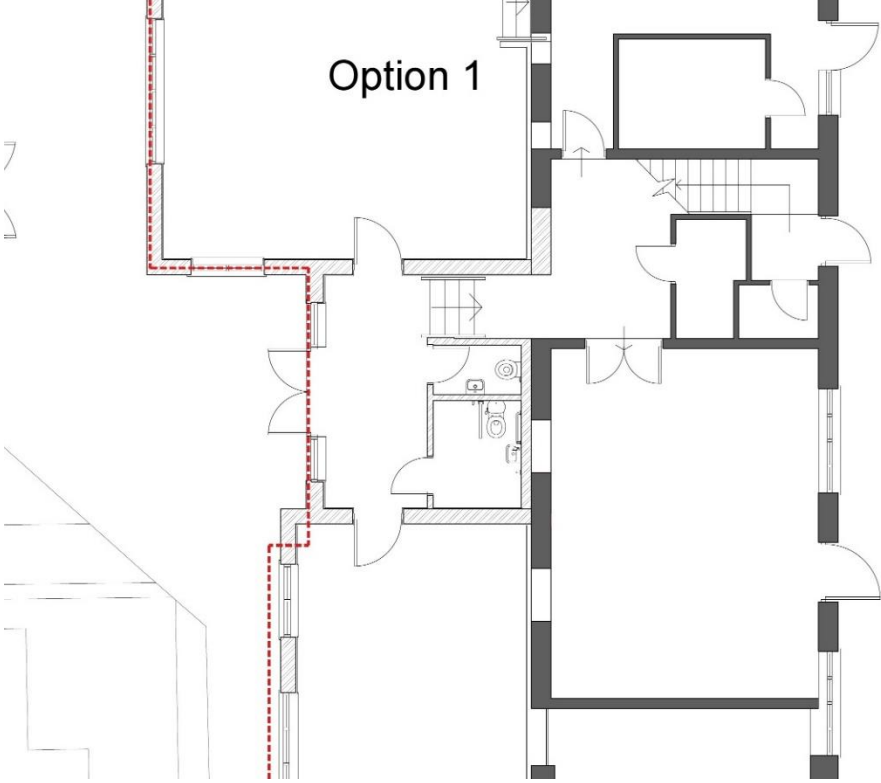
Appendix A:

Disabled Access Provision to new Junior Block Constructed in 2018:

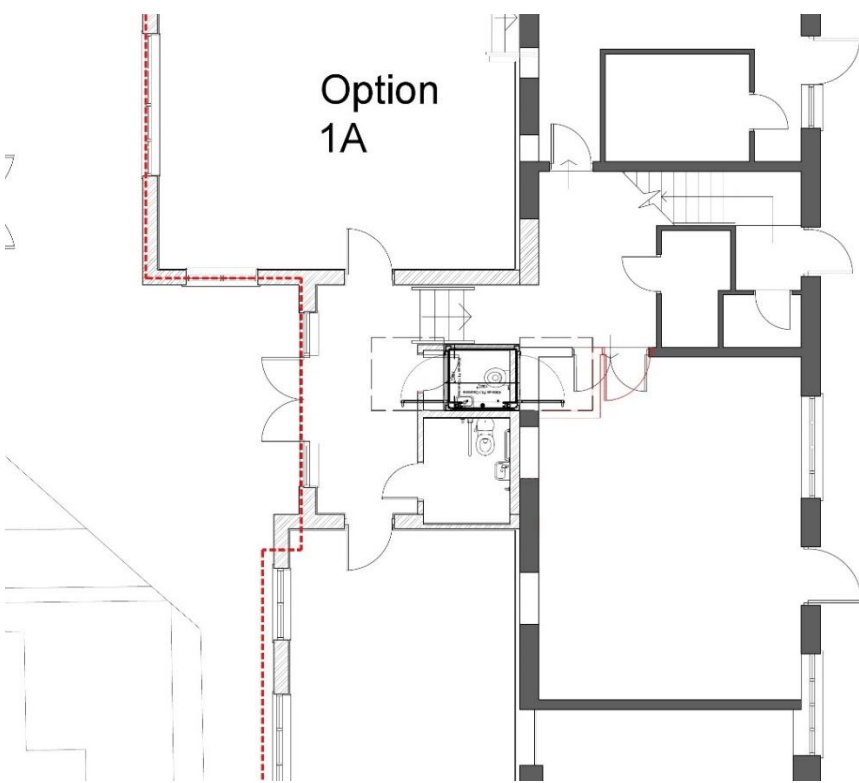
As current layout and teaching requirement means the 2 new first floor classrooms along with existing first floor classrooms are generic, teachers/forms can be moved to accommodate disabled pupils, along with the current access strategy this forms a proportional strategy to the new classrooms.

Should in the future further disabled access be required to the first floor beyond the existing provision, the junior block has been designed to have a lift installed later if required. By removing the toilets on the ground and first floor nearest the stair connection to the existing building, the floors have been designed for the installation of a platform lift with minimal structural work, as per drawings below:

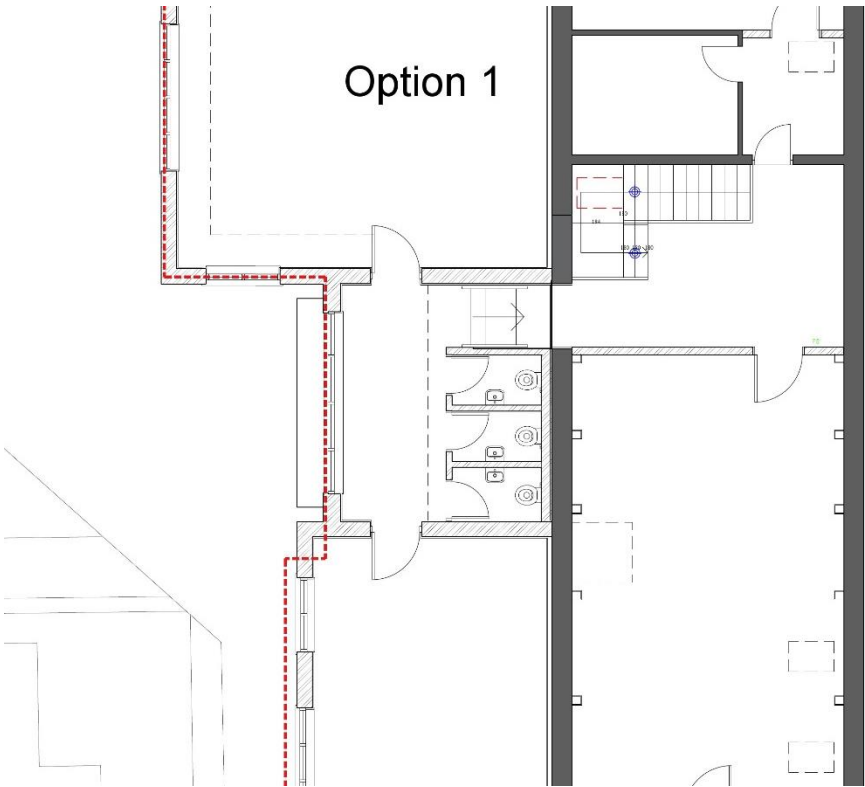
Existing Ground Floor plan:



Proposed Lift Position:



Existing First Floor plan:



Proposed Lift Position:

