



## **Cranbury College Accessibility Policy and Plan**

**September 2015**

### **The culture and ethos of the school**

Cranbury College aims to provide an environment in which people are valued and respected as individuals, regardless of ethnic origin, faith, gender, ability or disability. We nurture a culture of inclusion, support and awareness in which people feel free to disclose their disability and to participate fully in College life. Through meeting and mixing with a wide range of abilities and needs, students learn to accept and see beyond individual differences and to value what each person has to offer. At Cranbury College we believe that diversity is a strength. We value every individual for their unique gifts and believe that diversity should be respected and celebrated by all those who learn, teach and visit here. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability.

A disabled person is someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day-to-day activities.

### **Physical environment**

Cranbury College is based on four sites:

- Cranbury Road Secondary PRU, Cranbury Road, Reading RG30 2TS
  - Primary PRU, 28 College Road, Reading
  - VISION, Northumberland Training Academy, Northumberland Ave
  - Dolphin and Lion Wards in the Royal Berkshire Hospital.
- 
- All buildings are accessible to wheelchairs, including lift access where necessary. All classrooms allow wheelchair access; those on the Primary and Secondary PRU sites have CCTV cameras which are monitored in their respective administrative offices and there is one disabled toilet on the ground floor of each of these two sites. All rooms are equipped with appropriate lighting; telephones are installed in all staff workrooms and offices.

### **Teaching and learning practices**

Cranbury College provides all students with a curriculum that is tailored to their needs. The aim is to:-

- respond to their diverse learning needs
- enables increased levels of success compared with their previous provision
- improve Speaking and Listening in the Primary PRU with the use of Makaton
- set suitable learning challenges
- overcome potential barriers to learning and assessment including counselling, access to therapy and self-chosen enrichment activities and the involvement of outside agencies in the curriculum (e.g. the Youth Service delivers Sex education)
- ensure that learners have a voice in matters that affect them able and are able to provide peer support

All children and young people attending Cranbury College are assigned a Key Worker who is the first point of contact with the home; their role with the pupil is to ensure that they have access to learning, to provide pastoral support and mentoring and to have regard to their safety. The Key Worker is the main link with outside agencies.

All learners have a Formulation which identifies their learning needs and the curriculum and enrichment activities within the college and outside which will help them meet their targets; outcomes are reviewed each new term (6 weeks) and the Formulation is amended. This Formulation also contains the synopsis of all progress including academic and behavioural. It is updated regularly and is the key source of all information for each student.

All learners are assessed on a Boxall Profile on entry which is updated 3 times per year; a re-assessment is completed on exit proving the pupil has been with us for more than three months. This profile enables staff to identify the best provision for a pupil based on their scores related to their Organisation of Experience, Developmental Strand and Diagnostic Profile. Many children and young people entering PRUs have attachment issues and respond to some situations with anxiety behaviour. The Boxall Profile enables us to set targets to improve skills in building relationships and tackling new experiences.

All students have a Behaviour Map which identifies their behaviour when they are coping well and the changes in behaviour as their anxiety increases and the behaviour escalates; staff response to de-escalate are written into the map. Risk Assessments are regularly updated, especially in response to an incident or an off-site activity to ensure equality or access whilst taking account of pupil and adult safety.

Individual education plans (IEPs) are drawn up in accordance with SEND policy and the Code of Practice (2014), which detail arrangements for individual students according to need including translators at key meetings for those parents and carers whose home language is other than English.

Personal Education Plans (PEPs) are drawn up in accordance with the statutory requirements for Looked after Children, identifying actions which

will enable the young person to reach his /her full academic and life potential.

Cranbury College works within the guidance on tuition for medical children in school (update 2015) , for young people with a long term or recurring medical condition, which detail the condition, the medical professionals involved, information about the condition, special arrangements etc for the young person.

Information on specific disabilities is disseminated to teaching staff to ensure and reinforce understanding of particular conditions and their effects. Extra time is provided where appropriate for completion of work. Teaching staff are reminded of less obvious affects of disabilities, in particular that students with physical disabilities.

It is sometimes useful, with the student's agreement, for the disability to be discussed with the class (in a whole class setting or with groups or selected individuals), so that they understand the implications. For example, peers of hearing impaired students need to know the effect of extraneous noise on amplification systems, peers of autistic students may need to understand the reasons for some of their actions.

The SENCO is responsible for making special access arrangements for students sitting examinations. The SENCO makes applications for special examination arrangements and makes and supervises these (often complex) arrangements, for which personal knowledge and understanding of the student's special needs is essential, as well as detailed knowledge and understanding of the various modifications to papers and provision for special needs by the different exam boards.

Cranbury College staff work closely with Adviza and other organisations such as Connect Reading in securing work experience for our learners to enable them to make the transition to higher education or work.

### **Staff training**

This Accessibility Plan is approved by the Senior and Middle Leadership Team and Management Committee, who take overall responsibility for its implementation.

It is the responsibility of the Leadership team to provide information and training for staff on the provisions of SEND and Code of Practice (2014) and its implications for our Post-16 provision. Meetings of staff involved with particular students take place on a regular basis, both formal and informal.

Information and advice relating to particular disabilities (e.g. Autistic Spectrum Condition, physical disabilities, visual and hearing impairment, ADHD and dyslexia) is available to all staff.

Successful inclusion is dependent on the knowledge, skills and understanding of teachers, Higher Level Teaching Assistant and Coach Mentors and administrative staff; therefore information and guidance needs to be consistently reinforced and updated through an ongoing process of training, information sharing and guidance.

### **Non-physical barriers to inclusion**

At Cranbury College we are aware of the non-physical barriers to inclusion. These mainly affect students with an invisible disability, very commonly those on medication for various conditions. Young people suffering from; depression, schizophrenia, Tourettes syndrome and ADHD (attention deficit/hyperactivity disorder) are commonly prescribed medication, some of which has an extremely debilitating effect. Antipsychotic drugs (the prescription of which is not confined to those with psychotic disorders) commonly result in extreme lethargy, weight gain and difficulties with concentration and organisation. Students taking medication and students with particular conditions, e.g. Autistic Spectrum Disorder and dyspraxia, may find it very hard to arrive on time for classes and with the correct equipment; all our students experience some Social, Emotional and Mental Health. Support for them consists of regular telephone calls and texts to remind them of times and places where they should be, liaison with their Key Workers and teachers, provision of water and breaks in lessons and contact with medical professionals and the Children and Adolescent Mental Health Service (CAMHS).

In the case of these students, as for those with any disability, the Behaviour policy is differentiated to take account of the effects of the disability or medication that has been prescribed.

Students with ongoing and significant medical needs have individual learning plans to ensure that these needs are not overlooked through lack of proper liaison and co-ordination.

### **Wider Considerations**

Our school policies will be reviewed regularly as part of the review cycle to ensure that all members of the school community are treated fairly.

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

- Curriculum Statement
- Equality Objectives
- Single Equality Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- SEND policy
- Behaviour Policy
- Anti-bullying policy

- School Development Plan
- School Welcome Pack and Vision Statement

Signed:  
(Chair of Management Committee)

Date: 29.09.2015

Signed:  
(Headteacher)

Date: 29.09.2015



## Cranbury College Accessibility Action Plan 2012 -2015

Target	Strategy	Outcome	Timeframe	Achievement
<p>Improve the availability of <b>written information</b> including letters home to students, parents and visitors to take account of specific requirements e.g. readability, Braille, English as an Additional Language</p>	<p>To write documents in plain language and suitable reading age.</p> <p>To work with the Reading Borough Council Translation Service for document translation and to support parents in meetings as required</p>	<p>Students, parents and visitors can be provided with written materials that enable them access to important information about the College in different formats</p>	<p>December 2013</p>	
<p>As policies are reviewed, ensure that they make reference to the Accessibility Plan and Single Equality Scheme</p>	<p>To ensure continued compliance with statutory duties</p>	<p>Policies are cross-referenced as appropriate and take account of the statutory duty within the Accessibility and Single Equality Scheme</p>	<p>On-going. All policies reviewed by 2015</p>	
<p>Ensure that our staffing reflects the diversity of our learners and their families</p>	<p>To continue to recruit suitably qualified and skilled staff that reflects our customers and partners</p>	<p>An inclusive organisation that continues to celebrate diversity related to gender, ethnic origin, faith, ability and disability</p>	<p>On-going and as required</p>	
<p>Ensure that the needs</p>	<p>Ensure that there are</p>	<p>Any students with HI /</p>	<p>July 2013</p>	

of students, parents and visitors with Hearing or Visual impairment or a physical disability can access the curriculum and services that we provide	appropriate markings on steps and handrails on stairs; explore flashing fire alarms in toilets	VI have full access to the curriculum (including Sport and ICT) and parents and visitors have appropriate materials / aids to enable them to contribute effectively to meetings and all are safe in our buildings		
Ensure that students with HI, VI or physical disability can access trips outside school and work experience	To take advice as the need arises and ensure that appropriate risk assessments and insurance arrangements are in place	Maximum inclusion of students with any disability.	As required	
Explore the possibility of a quiet place on all sites for students with Autistic Spectrum Condition	To investigate the use of space in each building to facilitate this	Students with ASC are able to cope more effectively on all sites especially at less structured times eg breaks and lunchtimes	July 2013	
To ensure that fire evacuation procedures take account of physically disabled students, parents and visitors	Seek, and act on, advice from the Health & Safety team.  Cost any adaptations and work with Property Management to install		Seek advice by December 2013	



