

## **Cavendish Close Junior Academy- Accessibility Plan 30<sup>th</sup> June 2025 - 2028**

**To be reviewed by 30<sup>th</sup> June 2026, 30<sup>th</sup> June 2027 and 30<sup>th</sup> June 2028**

### **Mission statement**

**“Achieve, Believe, Succeed”.**

Our mission statement **“Achieve, Believe, Succeed”** reflects our ethos and beliefs. We aim to ensure that the children at our Trust are provided with high quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life. It also ensures we are compliant with the Equality Act (2010) and building regulations 2015 (part M)

We believe that education should take place in a fully inclusive environment with equal opportunities for all.

Cavendish Close Junior Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, cultural and language needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

### **Purpose of plan**

This Accessibility Plan shows how access is to be improved for disabled children, staff, parents and visitors to the academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate needs where practicable.

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. In addition, the Trust seeks to make all aspects of our premises, provision and information fully accessible to all.

The plan will be reviewed at least annually during the summer term and revised to reflect on-going needs and plans.

The Accessibility Plan at Cavendish Close Junior Academy has been developed and drawn up based upon information supplied by a number of sources including parents, staff, pupils, and other outside agencies.

### **Aim**

The academy's accessibility plans are aimed at:

1. **Increasing the extent to which all pupils but particularly those with a disability can access and participate fully in the school's curriculum.** This covers teaching and learning, including remote and blended learning systems and support and the wider curriculum of the school such as participation in after-school clubs, special events and cultural activities or school visits.
2. **Improving access to the physical environment of the school.** This covers changes to the physical environment of the school and physical aids including assistive technology, to access learning.

3. **Improving the provision of information to all.** This will include planning to make the written and verbal information provided by the school to all stakeholders more accessible.

### Definition of SEND

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'*

*A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:*

- *has significantly greater difficulty in learning than the majority of others of the same age or*
- *has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'*

**(SEND code of Practice 2014)**

### **Disability is defined as follows by the Disability Discrimination Act 1995:**

*'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.*

The definition provides a relatively low threshold and includes more children than many realise: *'long-term'* is defined as *'a year or more'* and *'substantial'* is defined as *'more than minor or trivial'*.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

### The Equality Act 2010

*'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;*

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measureable.' (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

- The Behaviour Policy.
- The Special Educational Needs policy.
- Equality Plan
- Curriculum Policies
- Emergency Planning Policy
- Health and Safety Policy
- School Prospectus
- The Local Offer
- Academy Development Plan

### **Audit of existing provision**

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities. The plan is based on an audit completed by academy leaders under each of our 3 aims.

#### **Improving Curriculum Access and Participation**

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- All staff are given professional development as needed to teach and support children with disabilities or additional needs through school INSET, capacity building within teams, external courses and through The Harmony Trust multi-disciplinary team (MDT) input.
- Lessons are differentiated effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored on a regular basis by the SLT.
- Children are taught and learn in a variety of ways using visual, auditory and kinaesthetic prompts. Children are also encouraged to think about how they learn and the style of learning that is the most effective for them as individuals [metacognition].
- All pupils participate in expressive and creative arts.
- ICT is used creatively to maximise learning for all pupils and to ensure pupils with physical disabilities have access to the curriculum and are supported to communicate effectively.
- Strategies are put into place for children with visual impairments such as desk props, bold lined paper, considerations for seating and positioning in the classroom.
- Visits are a fundamental part of our curriculum. All children attend them, sometimes parents may be asked to accompany their child. Inclusive venues for residential visits are identified.
- All pupils have access to Physical Education and swimming in Year 5.
- Academies work effectively with outside agencies including Speech and Language Therapy, the team for Visual Impairment, the Physical Disabilities team and Hearing Impairment teams. We also work closely with health professionals including the school nurse, dental nurses, community paediatricians, occupational therapists and physiotherapists.
- Staff are trained in the administration of medicines, where applicable.
- There is a full and varied programme to support transition including liaison between pre-school providers and secondary school providers to ensure pupils' diverse needs are met.

### **Improving Physical Access to all areas of the Academy**

- Cavendish Close Junior Academy is accessible for those with limited mobility. There are ramps to the car park, playgrounds and fields, a lift to the second floor, ground floor accessible toilets.
- The school has ramped entrances so that provision can be tailored to need. The ground floor classrooms have external doors.
- Fire exits are ramped, and all fire doors are an accessible width, further work needs to be completed to ensure all doors are an accessible width.
- Accessible wheelchair access will continue to be improved in line with all premises development work.
- The emergency evacuation system has both visual and auditory components.
- All rooms are numbered and have appropriate door signage.
- There is a disabled toilet on the ground floor.
- Symbols and large print are used throughout school for those with visual impairments (where required).
- Adapted/specialised furniture is provided to meet individual needs.
- Space for small group work and individualised work for targeted learners is provided.
- Children's work is shown to be valued in displays around the school and consideration is given to ensure displays are accessible to disabled learners/visitors.
- There is a changing bench for pupils with continence needs (where required to be supported by parents).
- Accessible parking spaces are allocated/marked and kept available for use when needed.
- A hearing loop for community use is available in the main reception area and a further loop to be considered and added in the assembly hall, in the future. There is a classroom set of six table mics and a shoe for the hearing aid wearer.
- The marking of steps and curb edges is part of the on-going maintenance programme for the academy.

### **Improving Information Access to all Stakeholders:**

- Visual timetables and information supported by signs/symbols for targeted pupils, are provided as required.
- Home-school books are used for targeted children to ensure effective communication as required.
- Provision of verbal or large print information for targeted pupils and/or parents/carers is used as required.
- Class Dojo is used to communicate to parents. This enables parents to use translation or reading apps as needed.
- Bi-lingual support is provided, where possible, to communicate verbally with parents who do not speak or understand English. There is a translate function available on Class Dojo.
- Language café is offered once a term to parents / carers whose children have English as an Additional Language by The Harmony Trust, Multilingualism Specialist Teacher.
- Information is shared each week with parents, on Dojo, about online support for national online safety – "Wake up Wednesdays".
- Parent Courses and resources from Children First, STEPs, NHS Family Hubs, Derby Kids Camp are shared with parents and carers on Dojo.
- Upon request school will investigate the conversion of documents to alternative formats, drawing on advice from the Support Services. Information can be provided in electronic form e.g. pupil reports to enable parents to use their own translation or reading software.
- Staff are to be trained in the use of symbol software (Communicate in Print) for non-readers (pupils and parents) where required. The academy has the software required for dual coded communication.

**The following action plan details specific actions needed to increase accessibility for pupils with SEND, families and visitors to the curriculum, the physical environment and to information provided by the academy.**

This plan has been created following an audit completed on **30<sup>th</sup> June 2025** of current provision. Our audit is revised annually and a three year action plan is produced based on the findings.

See Cavendish Close Academy Audit and Plan below.

## Accessibility Plan for Cavendish Close Junior Academy

### 30<sup>th</sup> June 2025 - 2028

Plan to improve Curriculum Access				
Objective/Target	Task/Action	Resources/ Timeframe	Lead Person	Monitoring /Success criteria
To ensure system is in place so that all staff can access specific training on disability/accessibility issues as needed to meet current pupils' needs.	Identify training needs at regular meetings and source via SLT and transition meetings.	Annually from June 2025 and as and when needed. Funding from CPD budget and EHCP pupil funding	SENDCO	Increased ability to meet pupils' needs and achieve accessibility to learning. Pupil's EHCP targets are met, pupil reports they are able to access all aspects of academy life at EHCP review meeting.
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the SENDCo SENCO to attend termly LA and/or The Harmony Trust SEN network/hub meetings	INSET / staff meetings SENDCo to attend LA and/or The Harmony Trust SEN network/hub meetings	SENCO SLT The Trust	Monitoring of teaching and learning, including: <ul style="list-style-type: none"> <li>• Pupil books</li> <li>• Observations/ learning walks</li> <li>• Progress data</li> </ul>
To ensure relevant staff are trained to support pupils with Speech, Language and Communication Needs (SLCN)	Liaise with The NHS Speech and Language Therapist (SALT) to plan and deliver 1:1 support for staff in order to meet children's needs. Seek support from The Trust SALT. Also by email. Use Language Link resources.	SALT time	SENCO SALT face to face and email	Monitoring of teaching and learning, including: <ul style="list-style-type: none"> <li>• MEP targets</li> <li>• SALT Reports</li> <li>• Observations</li> <li>• Progress data</li> </ul>
To ensure relevant staff are trained to support pupils with medical conditions.	Annual staff updates in Asthma, Epilepsy and Type 1 Diabetes as required for other specific conditions. Update pupils' Medical	Health Colleagues Harmony Trust Central Core Team Annual update of pupils'	Harmony Trust Core Team SENDCO School Nurse	SLT - Monitor staff training updates/needs (termly)

	Profiles annually or earlier if required.	medical needs  Training as required		
Pupils' access to the whole curriculum is increased through personalisation and differentiation (including reading, writing and maths).	Training provided by the curriculum leaders/SENDCo/Trust lead for SEND and URL training	INSET / staff meetings/Professional Development	SENDCO SLT Subject leaders	Monitoring of teaching and learning, including: • Pupil books • Observations/ learning walks • Progress data

Plan to Improve Physical Access				
Objective/Target	Task/Action	Resources/ Timeframe	Lead Person	Monitoring /Success criteria
Ensure disabled access route is clearly marked from the outside of the building	New signage purchased and installed as required	Sept 2025  then annual check	Site Manager	Disabled access is clearly marked. Disabled parents / carers / visitors feel welcome.
Wheelchair users to be able to get through the principal door unaided	Automated accessible switch at wheelchair user height.	Sept 2025 Review if needs arise.	Site Manager	Wheelchair users are able to be independently.
Ensure all step and stair edges are marked with highlighted yellow paint, handrails are safe and in place.	Review and monitor on Health and Safety walks. Site Manager to complete weekly assessments.	Half Termly	Site Manager Health and Safety Team	Edges clearly marked Handrails checked and maintained.
Ensure the signing in book is at wheelchair user height.	When new signing in tablet is installed ensure that it is at a height accessible to all users including wheelchair.	Sept 2025	Principal Site Manager	Signing in devise is located at a position accessible for all users.
Ensure there is a ramp to enable a wheelchair user to be able to access all playground areas.	Ramp to be installed to enable access to all.	Sept 2025	Principal Site Manager Health and Safety team	Ramp to all areas
Create a baby changing area at wheelchair user height.	Rarely used by any member of the public – but to ensure accessible to all users.	Sept 2025 unless required before	Principal Site Manager	Baby changing facility for wheelchair users.



Plan to Improve Information Access				
Objective/Target	Task/Action	Resources/ Timeframe	Lead Person	Monitoring /Success criteria
Availability of written material in alternative formats	The school is aware of and uses services available to provide written material in different formats. Office staff and academy leaders are aware of parents/ carers access needs and will provide support when needed. Use Class DoJo to message parents so the translate function is available.	Additional function on Academy website Use external agencies – e.g. RNIB and Communities team	Office staff, and academy leaders	Through parent surveys and through termly parent forum meetings
Ensure International new arrivals are supported and have a curriculum which matches need	Welcome induction – specific teaching for international new arrivals Communities team – to support families holistically Use of translation activities on dojo. Termly Language Café	SENCO EAL Communities team time The Trust Multilingualism Specialist Teacher	SLT EAL  SENCO	This is monitored through regular lesson observations /learning walks. Pupil Voice
Ensure that all staff are familiar with technology and practices developed to assist people with disabilities and provide access to computer technology appropriate for students with disabilities.	All staff to attend training on iPad use Apple Teacher Accreditation	HTML strategy	SLT Computing lead	This is monitored through regular lesson observations/ staff questionnaires and audits
Provide 1:1 support for pupil admissions forms to be completed to enable sensitive conversations to be held as required.	Offer 1:1 verbally and in all hand over of documents as a principle. Can be done independently if requested.	Sept 2025	Admin Staff Principal	Completed forms monitored, Integris completed correctly. Data help correctly.