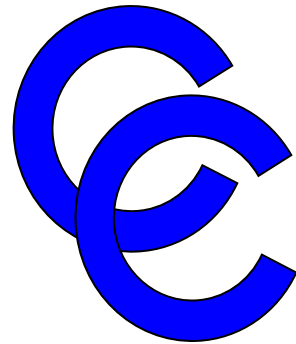


# Accessibility Plan

Cavendish Close Infant & Nursery School



This audit and plan covers all three main strands of the planning duty:

**1. Physical Access- Improving the extent to which disabled children are able to take advantage of education and intervention.**

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture.

Aids to physical access include handrails, lifts, widened doorways, adapted toilet facilities and blinds.

Physical aids to access education covers things such as ICT equipment, enlarged keyboards, specialist furniture and equipment.

Constraints – Cavendish Close Infant and Nursery School is a Local Authority Maintained Community School.

The school was built in February 2019 as part of the second phase of the Priority Building for Schools Programme.

We have a 39 full time equivalent place nursery unit, 9 classrooms, a large multi-purpose hall, a KS1 Enchanted Woodland Retreat (situated on the first floor), an EYFS Wonderland Snug (situated on the ground floor), a staff room (situated on the first floor), 4 offices, a Key Stage 1 intervention room (situated on the first floor) and an interview room. Outside, we have a large playground, an outdoor learning area for Nursery children, an outdoor learning area for Reception children and a smaller playground (situated to the side of the main school hall). We also have large landscaped areas which we now plan to develop.

Our school is spread across 2 floors. The first floor is accessible via a lift which is situated next to the school hall on the ground floor.

**2. Learning Access - Increase the extent to which disabled children can participate and achieve within the schools' curriculum.**

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, staff information and training.

Many adjustments to access will be dependent on individual needs.

**3. Information Access - Improving the delivery of information to children with disabilities.**

Any children requiring additional support are clearly identified on entry to Cavendish Close Infant and Nursery School and throughout their time with us. Those requiring specific support are known by staff so their needs can be met in class and around school through differentiation.

VI = Visually Impaired

HI = Hearing Impaired

PI = Physically Impaired

## Physical Access Audit and Plan

1 Excellent (Yes) – 4 Poor (No)

Item	Issue	1	2	3	4	Actions
1	Is furniture and equipment selected, adjusted and located appropriately?	√				Regular Health and Safety inspections are recorded. Well resourced classrooms. SEND reviews and EHC Plans reflect on specialist furniture and equipment if appropriate.
2	Are pathways and routes logical and well signed?	√				Adequate signage around the site. Pathways and routes are logical. Start and end of the day routines are well organised to ensure safety.
3	Do you have emergency and evacuation procedures to alert all occupants?	√				Emergency and evacuation procedures are displayed around school. Electronic signing in and registration system. Emergency and evacuation procedures are practised regularly.
4	Is appropriate furniture & equipment provided to meet the needs of individual children?	√				Staff are proactive in approaching the Inclusion Leader about specialist furniture and equipment. We have built up a bank of specialist equipment over the years, for example, toilet steps, pencil grips, sloping boards, ear defenders, weighted blankets etc. We are quick to respond to the needs of individuals.
5	Do furniture layouts allow easy movement for children with disabilities?	√				Furniture layouts are flexible. Classrooms are not overcrowded. Each classroom has appropriate storage space. Access is considered during Health and Safety inspections.
6	Are quiet rooms/calming rooms available to children who need this facility?		√			We have a limited number of 'additional rooms' that children can access, however, we make good use of all available space. All classrooms have quiet/calm areas. Children are able to access the KS1 Enchanted Woodland Retreat and the EYFS Wonderland Snug. These areas have been developed to support children with emotional dysregulation. Each classroom has a Zones of Regulation area and a Calming toolkit. All children have access to a 'safe space' which is situated in their classroom.

7	Are car park spaces reserved for disabled people near the main entrance?	√				The car park has 2 spaces which are reserved for disabled people. The spaces are clearly marked and are situated next to the pathway, which leads directly to the main entrance. The car park has clear signage. All pathways and routes around the school site are clearly signed and logical.
8	Are there any barriers to easy movement around the site and to the main entrance?	√				The school is spread over two floors. Nursery and all 3 Reception classes are on the ground floor and all Year 1 and Year 2 classes (6 in total) are on the first floor. The first floor is accessible via a lift which is situated on the ground floor next to the school hall. The main entrance is easily accessible. There is a clearly signed and logical one-way system which runs around the school site.
9	Are steps needed for access to the main entrance?	✓				No. The path leading up to the main entrance is easily accessible for a wheelchair user. There are no steps to encounter at the main entrance.
10	Is it possible for a wheelchair user to get through the principal door unaided?	✓				The door at the main entrance is easily wide enough for wheelchair users and is electronic.
11	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?			✓		Once in the lobby at the principal entrance, office staff are able to open the internal door, it can be pulled open easily. There is sufficient space for wheelchair users to negotiate the doors
12	Do all internal doors allow a wheelchair user to get through unaided?	√				Yes. Internal doors are mostly open during the day. They are easy to use and all contain glass panels.
13	Do all the corridors have a clear unobstructed width of 1.2m?	√				Yes. Corridors are spacious and fully compliant with Health and Safety expectations.
14	Does the school have a wheelchair accessible toilet?	√				Yes, on both the ground floor and the first floor.
15	Does the school have accessible changing rooms/shower facilities?				√	No. This is not a requirement in an Infant and Nursery School. Derby City Intimate Care Policy is implemented. Spacious toilet facilities.
16	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		√			Yes for the majority of identified fire exits. For wheelchair users, we would have a Personal Evacuation Plan in place.

						All external doors have low level thumb locks or push bars on the inside of the door, which can easily be opened during an evacuation.
17	Are non-visual guides used to assist people to use the buildings?				√	We do not currently have non-visual guides in place. We would explore this in response to need.
18	Could any of the décor be confusing or disorientating for students with disabilities?	√				No. Classrooms are well organised with clear signage. Commitment to creating communication friendly spaces.
19	Is a hearing induction loop available (either fixed or portable) in the school?				√	We do not currently have a hearing induction loop in place. We would explore this in response to need. We have used specialist HI equipment to support individuals.
20	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	√				Flashing lights are in key places on both floors.

### Learning Access and Audit

1 Excellent (Yes) – 4 Poor (No)

Item	Issue	1	2	3	4	Actions
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	√				We are quick to respond to emerging needs. We plan thoroughly for transitions. Ongoing SEND programme of CPD for all staff. Commitment to working with parents and professionals. Equality and Diversity Information & Objectives report in place.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	√				We make good use of LA resources. Well established relationships with LA and health professionals. We buy in quality support as and when required. The Inclusion Leader is part of the SLT. Strong SEND systems and structures in place, for example, needs analysis and provision mapping.

3	Do all staff seek to remove all barriers to learning and participation?	√				The Inclusion Leader supports all staff in removing barriers to learning and participation. Ongoing professional dialogue. The Inclusion Leader provides challenge and support to all staff.
4	Is teaching appropriately differentiated to meet individual needs so that pupils make good progress?	√				The Inclusion Leader conducts regular monitoring activities. Half-termly Pupil Progress Meetings focus on the achievement of SEND children.
5	Are all children encouraged to take part in music, drama and physical activities?	√				Absolutely. All children have equal access to physical activities, including clubs. We have provided additional support in after school clubs to enable SEND children to attend.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	√				Inclusion is a high priority in school. We are fully inclusive at all times. Staff are creative in their approach to differentiation and inclusion. All children are taught about similarities, difference and acceptance.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	√				The Inclusion Leader is proactive and monitors the inclusion of SEND children thoroughly.
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	√				Timings are flexible and all children are given adequate time to achieve success. Additional time can be found if necessary.

9	Do you provide access to appropriate technology for those with disabilities?	√				<p>We have a range of specialist ICT equipment in school, for example, an enlarged mouse, a keyboard with enlarged and clearly defined keys.</p> <p>We make good use of specialist 'apps' on iPads.</p> <p>We have a Go Talk 20 to support early communication.</p> <p>We have talking devices for selectively mute children.</p>
10	Are school visits made accessible to all pupils irrespective of attainment or disability?	√				<p>School visits are carefully planned in collaboration with school leaders. They are planned with SEND children in mind.</p> <p>Risk assessments are completed for individuals as and when required.</p>
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	√				<p>School leaders are committed to keeping up to date with technology and practices to support SEND children.</p> <p>We work in close partnership with our Educational Psychologist and Autism consultant.</p>

### Information Access and Audit

1 Excellent (Yes) – 4 Poor (No)

Item	Issue	1	2	3	4	Action Plan
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1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for children and prospective children who may have difficulty with standard forms of printed information?		√			<p>We are highly skilled in supporting children with speech, language and communication needs.</p> <p>We are able to use signs and symbols to aid communication.</p> <p>We work in close partnership with our Speech and Language Therapist.</p> <p>We are able to enlarge print easily.</p> <p>We would contact the LA HI / VI teams for support with presenting information on audiotape or in Braille.</p>
2	Do you have the facilities such as ICT to produce written information in different formats?		√			<p>We are experienced using signs and symbols to aid communication.</p> <p>We create overlays for our Go Talk 20 to aid communication.</p> <p>We can create resources such as communication books.</p>
3	Do you ensure that information is available to staff, children and parents in a way that is user friendly for all people with disabilities?		√			<p>The Inclusion Leader works closely with parents/carers with additional needs.</p> <p>We are able to adjust communication to meet the needs of children and parents/carers.</p>

This audit and action plan was reviewed in November 2021 by Mrs R Vincett (Inclusion Leader).

The findings of the review were shared with Mrs C. Diffin (Headteacher) and the Full Governing Body in November 2021.

### CHANGES



DATE	CHANGE AND REASON
November 2021	Added information about KS1 Enchanted Woodland Retreat.
November 2021	Added information about EYFS Woodland Snug
November 2021	Large seeded areas have now been landscaped, ready for development.
November 2021	All children have access to the KS1 Enchanted Woodland Retreat, EYFS Wonderland Snug, Zones of Regulation area, Calming Toolkit and a 'safe space'.
November 2021	All external doors have low level thumb locks or push bars.
November 2021	Equality and Diversity Information and Objectives report in place.