



CRANBURY COLLEGE

Initial approval:	July 2020
Review frequency:	Annually
Date(s) reviewed:	July 2023

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Introduction

Cranbury College is an Alternative Curriculum Provider that offers education for students aged 5 - 19 who struggle to access mainstream education. Our provision includes, but is not limited to, the following:

- Primary, Key Stage 3 & Key Stage 4 Pupil Referral Units
- Post 16 Centre
- Special Educational Needs and Looked After Children Complex Package Provision
- Hospital Teaching Service
- Online Learning
- Medical Tuition
- Outreach Support
- Respite Programmes
- External Training & Support to Schools and Local Authorities

All students have Social, Emotional and Mental Health Needs, with the majority being excluded from school or unable to access special or mainstream education due to illness or individual needs. The school caters for students from Reading and neighbouring authorities and the pupils come from a variety of socio-economic backgrounds.

We believe that this Accessibility Plan is compliant with current legislation; the Equality Act 2010.

Local Transition Board/Local Advisory Board Members are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3-year period.

Accessibility Plan Vision

Cranbury College is an inclusive organisation that aims to be accessible to all students. We have close links to the local community and external providers with a curriculum that provides challenging and stimulating learning experiences, with realistic yet high expectations and standards for all

The purpose of this plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our college aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our vision underpins everything we do; we are dedicated to offering every young person the opportunity to realise their potential, ensuring that every young person is at the centre of everything we do. At Cranbury College we guarantee a personalised learning service; a place where young people and families enjoy success every day. Our college is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This plan will be made available online on the college website, and paper copies are available upon request and the college supports any available partnerships to develop and implement the plan.

Our college's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in college, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, students and the schools governing body.

Access to the Curriculum

We provide a differentiated and personalised curriculum to all of our student's dependent on their needs, including a mixture of group and 1:1 learning as well as alternative provision. We work on preparing students for a transition to other schools and also for life in the workplace. All students in year 10, 11 and post 16 have access to work experience placements in the area of their chosen career pathway.

We ensure all students can access activities that we offer and adaptations to activities are made to fulfil this aim. For students to access the curriculum, lessons are differentiated and take account of individual learning needs. Priority is placed on student participation, as independently as is possible. Adults and students are clear about the learning objectives and outcomes of the lesson, class and individuals. At our Alternative Providers we provide them as much contextual information about students as possible, to ensure they can tailor their programmes to the needs of the students working with them.

Access to the School Environment

Our sites are open to all students that are able to access them, at times that are appropriate to them.

The school currently sites across two sites. A site on Cranbury Road, Reading and a Primary site in College Road in Earley. The Cranbury Road site has 7 classrooms, including a cooking room, office space, a canteen and Hall. This building has wide doors and wide corridors, with easy access through the front door. Doors to the external areas have a step down and therefore may cause some accessibility issue for those with issues with walking or in a wheelchair would only be able to make use of the front door. This could cause a problem if there is a fire in some areas of the building.

The primary building present building is not suitable for wheelchair users, and it not fit for purpose. If students or other persons were unable to access the spaces upstairs for therapy or meetings we would move these into our downstairs spaces. Doors have handles at the top and at the bottom and some people may not be able to open the doors due their own needs. There is a wide gate to allow access to the garden and the garden is accessible to all.

Access to Information

All information issued by the school aims to be user friendly and is shared via newsletters, letters, emails and other forms of communication.

We encourage parents and professionals to take up the offer of having communications sent to them electronically as a way of reducing our carbon footprint. The school will provide information in alternative formats when required or requested. We will regularly provide information via email and text message to those that can access in this way.

Associated policies and plans

This plan should be read in conjunction with other relevant documents including

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

ANNEX 1: CRANBURY COLLEGE - ACCESSIBILITY PLAN

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our college offers a differentiated and personalised curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>To develop bespoke and individualized curriculum to meet the needs of all our students.</p> <p>To ensure the curriculum offers appropriate pathways and next steps.</p> <p>To further develop the Princes Trust Programme</p> <p>To introduce vocational courses to prepare students for next steps</p>	<p>Regular review of the curriculum.</p> <p>Annual consultation with students and staff.</p> <p>Regular meetings with the Princes Trust.</p> <p>Access regular CPD opportunities and visit other similar settings.</p>	<p>Curriculum Lead</p> <p>ELT</p> <p>Curriculum Lead</p> <p>All staff</p>	<p>Ongoing</p> <p>Annually</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Broad and balanced curriculum that meets the needs of all students</p>
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> 	<p>To ensure all students can access the separate centre no matter what their need</p>	<p>Regularly review the changing needs of our students and make reasonable adjustments accordingly. Making use</p>	<p>LB</p>	<p>Ongoing</p>	<p>The school will be accessible to all and will have the relevant equipment and planning to meet student's needs.</p>

	<ul style="list-style-type: none"> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> 		of Occupational Therapists as required			
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> 	To ensure leaflets, forms and classroom materials are available in different manners, such as large print text, to all that need it	SEN Manager to work with school staff and students to identify what is required and plan accordingly	LB	Ongoing	<p>The school will have a range of resources available to meet the variety of needs for our students</p> <p>Systems will be in place to ensure the required items are requested and obtained.</p>
Ensure students are able to access school examinations	<i>Staff communicate with the SEN Manager and Exams officer to ensure the application of the correct Exam Concessions with a high success rate at application</i>	To ensure exam concessions are in place for all students as part of all ongoing assessments and exams	<p>Regular meetings to take place with Exams Officer, Curriculum Lead and SEN Manager to ensure awareness off examinations and Tests.</p> <p>Ensure regular Training for Staff to ensure they are aware of how to effectively support a student with a concession during an exam</p> <p>A testing spreadsheet to be kept, with data</p>	<p>Exams Officer Curriculum Lead SEN Manager</p> <p>SEN Manager Exams Officer</p> <p>SEN Manager Subject Leads</p>	Ongoing	Students will have appropriate access arrangements to be able to successfully access examinations. Staff will feel confident in supporting these students.

		programme to ensure no student is left behind.	relating to applying for exam concessions on it. Students to be tested upon entry to school and all areas and not just reading and maths.	SEN Manager Subject Leads		
Ensure training is provided to staff who are working with those with individual conditions	<i>Training is provided to all staff on some specific needs, such as Autism and ADHD and CPD is available through the Schools Link Project and Educational Psychology Service to continue to develop staff knowledge</i>	To ensure staff working with a student with a specific condition have specific bespoke training in conditions that child has – including medical conditions	Training staff have received to be recorded on their training files and looked at when pairing a teacher and student A list of needs and diagnosis's to be kept by SEN Manager with support from Medical lead to identify training requirements.	SEN Manager Medical Lead All Staff working with Students	Ongoing and as Required	Improve the educational outcomes of pupils with additional needs, enabling access to a curriculum that suits the student. Staff will have specific skills to work with these students

ANNEX 2: CRANBURY COLLEGE - ACCESSIBILITY AUDIT

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>Primary – 2 – Downstairs Classrooms, upstairs offices and Therapy Room</p> <p>Cranbury Road – One floor</p>	<p>Primary – Regular review of the ability of staff to be able to access offices upstairs. Currently no staff issues.</p>	Primary Lead + SEN Manager	Ongoing
Corridor access	<p>Primary – Narrow corridors</p> <p>Cranbury Road – Good with wide corridors.</p>	<p>Primary site is not fit for purpose, those in a wheelchair would struggle. Access would need to be via the home room and through the garden. No adaptations can be made and will need to be reviewed on a case by case basis</p> <p>Cranbury Road – No Action Required</p>	Primary Team	Ongoing
Lifts	<p>Primary - No lifts</p> <p>Cranbury Road – No lifts</p>	No Action Required	N/A	N/A
Parking bays	<p>Primary – None – on road parking</p> <p>Cranbury Road – Parking inside compound and on road</p>	<p>Primary – there is a small area outside the building that could be turned into a parking space as required. Ensure cones are available to attempt to reserve spaces outside of building if needed</p>	All Primary staff	Ongoing

Entrances	<p>Primary – Entrance through narrow front door. Side gate into back garden leading to back door with a step.</p> <p>Cranbury Road – Front access through a metal gate. Front door on flat level. A number of external doors have access via a step.</p>	<p>A portable ramp to be purchased to allow safe entry and exit from doors with steps. One for each site to be used if access through the front doors are not available and in case of emergency.</p> <p>Some of the steps are wide enough to be converted into half steps and half ramps so this will also be explored.</p>	SEN Manager School Business Manager	1 Sept 20
Ramps	<p>Primary – Ramp to front entrance only</p> <p>Cranbury Road – no ramps</p>	As above	As Above	As Above
Toilets	<p>Primary – Children’s toilets, staff toilet down and upstairs, disabled toilet down stairs</p> <p>Cranbury Road – Disabled Toilet, Staff Toilet, Student Toilets</p>	No Action Required	N/A	N/A
Reception area	<p>Primary – No reception area</p> <p>Cranbury Road – Yes and accessible</p>	No Action Required	N/A	N/A
Internal signage	Good on all sites	Ensure signs are all up to date and placed appropriately	SEN Manager	Termly
Emergency escape routes	Primary – Accessible for more able persons. There is a fire exit near the home room, next to the toilet, that is accessible for those	Ensure Risk Assessments are completed to individual people entering the building to ensure their safety	SEN Manager Primary Team	Ongoing

	<p>in a wheelchair.</p> <p>Cranbury Road – Easily accessible. But 4 exit doors have steps down from them rather than ramps</p>	<p>See previous actions regarding ramps. All doors are double doors, and corridors are wide so no further action for this area.</p>	<p>N/A</p>	<p>N/A</p>
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