



KISIMUL GROUP

Accessibility Plan Cruckton Hall School

Introduction

Situated in a beautiful rural location within 4 miles of the large town of Shrewsbury, Cruckton Hall School has, since 1981, become a leading resource in the UK for boys with Asperger's Syndrome, ADD and ADHD.

Cruckton Hall School provides a long established, successful and important option for boys with a range of difficulties within the Autistic Spectrum of Disorders. The school specialises in integrating young people with Asperger's Syndrome and their associated vulnerability and/or challenging behaviour. With the support of the school/s parent company, Kisimul Group Limited, Cruckton Hall has continued to respond to a variety of presented needs and now boasts residential provision registered as a children's home registered for young people who require up to 52 week placements. Cruckton can continue to provide support throughout school, in further education and into adult life.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Board of Directors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3 year period.

Vision and Ethos

Cruckton Hall offers a wide range of educational options to its students. The majority of pupils present for public examination for GCSE and/or Entry Level, and some may continue to further their education in our off-site accommodation in Shrewsbury whilst attending local colleges. Other young people may require a more vocational focus to their course of study.

The strength of Cruckton Hall School lies in its consistent record of success, in both academic and social spheres, the quality and experience of the staff team and the positive measurable outcomes for all the students.

Cruckton Hall provides a safe, caring, structured residential and learning environment in which each boy

- feels valued and secure
- is treated as an individual
- develops appropriate skills
- grows in confidence

so that he can take his place fully in society.

Cruckton Hall treats each child as an individual, with a programme based on an assessment of his unique needs, abilities and ambitions, and on the basis of a comprehensive understanding of Autistic Spectrum Disorder. Children with ASD need structure in their lives and find difficulty in social relationships. The Cruckton Hall approach provides a carefully structured environment and social relationships are built naturally as an integral part of daily life in a positive, caring community.

We are aiming towards

- a safe environment for each pupil
- realistic but high expectations for each individual
- a supportive structure to each day and each activity
- quality teaching and care
- genuine respect of each pupil
- challenge difficult behaviour
- celebration of success

Access and School Policy and Procedures

We adhere to the Equality Act of 2010 throughout all our policies and practice to ensure pupils access learning and the school environment.

Access to the Curriculum

We provide a differentiated National Curriculum. We ensure all pupils can access activities that we offer and adaptations to equipment and activities are made to fulfil this aim. For pupils to access the curriculum, lessons are highly differentiated and take account of individual learning difficulties. Priority is placed on pupil participation, as independently as possible. Adults are clear about the learning objectives of the lesson, class and individuals. Good communication is supported by Speech and Language therapy and all pupils have access to computer technology.

A psychiatrist, educational psychologists and occupational therapists work alongside staff and parents to ensure that we meet the physical needs of our pupils. We use adapted curriculum materials and sensory approaches for those pupils who need it.

The school will continue to seek and follow the advice of professionals including Autism Specialists, Inspectors and advisors, to ensure barriers to learning are reduced and enable pupils to reach their full potential. As a school, we encourage independence in our pupils and work on life skills to prepare them for adulthood.

CPD ensures teaching staff are equipped to facilitate access to the curriculum.

Should access to religious material or resources be required, such as church attendance, a prayer room or prayer mat, these will be facilitated as needed.

Access to the School Environment

The main building and stables are Grade II listed buildings and, as such, can present difficulties for some disabilities as it is not possible to make the necessary building changes

to become more accessible. The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Access to Information

All information issued by the school aims to be user friendly. Newsletters incorporate photographs. Signs are used throughout the school to support communication, reading and understanding. Coloured overlays are used for those with additional visual requirements. We encourage parents and professionals to take up the offer of having communications sent to them electronically.

The school will make itself aware of local services, including those provided through the local authority, for providing information in alternative formats when required or requested.

Associated Policies and Plans

This plan should be read in conjunction with other relevant documents including the Equality Policy.

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