



## **Cromford Church of England Primary School**

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**Headteacher: Mrs Elizabeth Foster, BA (Hons), QTS, NPQH**

# **Prospectus 2019-2020**

At Cromford Primary School, we aim to provide a caring and stimulating environment, where all children are encouraged to develop their personal, social, academic, physical and creative skills to their full potential.

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## A message from the Headteacher ...

Thank you for requesting a copy of our latest prospectus. We hope it will give you an insight into our small, friendly and caring school and encourage you to come and see us for yourself.

We have a small but dedicated and experienced team of staff here who all work hard to make the school an exciting and vibrant place of learning.

Please feel free to call in and meet us. If possible, please telephone to let us know you are coming as I am often in the classroom during the day.

Mrs Elizabeth Foster  
Headteacher

## Our Vision

*Learn, aspire and achieve in a caring Christian environment*

### **Vision**

We are a creative, caring, Church of England Primary School that provides an all-round education of the highest quality for each and every child. In partnership with families, we nurture self-belief and inspire a love for learning, encouraging all to become successful, able and responsible members of the community.

### **Aims**

- To provide a happy, caring and secure environment for everyone.
- To treat all children as unique individuals.
- To encourage everyone to be respectful of others and the environment.
- To support children's personal, social and emotional development.
- To work in partnership with families and the wider community to provide an education of the highest quality within the context of Christian values.
- To provide a vibrant and exciting learning experience, that will equip all children with the skills necessary for their future.
- To develop each child's spiritual awareness, understanding of Christian beliefs and respect for those with others faiths and none.
- To foster an understanding and enthusiasm of the heritage of our village and the place of our school within it.

## Staffing 2019-2020

### ***Teaching Staff***

Mrs E Foster	-	Headteacher
Mrs H Quick	-	Reception/Year 1
Miss E Marshall	-	Year 2/Year 3
Mrs H Beaumont	-	Year 4/Year 5/Year 6
Miss P Needham	-	Year 4/Year 5/Year 6

### ***School Business Officer***

Mrs J Hamilton

### ***School Business Assistant***

Mrs N Paine

### ***High Level Teaching Assistant***

Mrs H Quick  
Mrs L Taylor

### ***Teaching and Learning Assistants***

Mrs E Holt

### ***Special Teaching and Learning Assistants***

Mrs J Fearn  
Mr G Hills  
Mrs J Robinson  
Mrs L Roper

### ***Midday Supervisors***

Miss H Beech  
Mrs S Bell  
Mr G Knighton  
Mrs J Taylor

### ***Caretaker***

Mr B Britland

### ***Breakfast Club Assistants***

Miss E Taylor  
Mrs J Taylor

### ***After School Co-ordinator***

Mrs J Hamilton

***School Crossing Patrol***  
Mrs D Redfern



# GOVERNORS

Governors, Headteacher and Clerk to the Governors – 2019-2020

Mrs Gill Donaldson	Chair	Co-opted
Mrs S Watson	Vice	Authority
Mrs J Bonsall		Co-opted
Miss E Marshall		Staff
Mrs Liz Foster		Headteacher
Mrs G Ambrose		Foundation
Rev N Grayson		Foundation
Mrs Julie Taylor		Foundation
Mr S Gough-Rundle		Parent
Mr C Smartt		Parent
Mrs S Wright		Parent
Mr G Knighton		Community
Mrs Julie Hamilton		Clerk to the Governors



# THE SCHOOL

Cromford is a Voluntary Controlled Church of England Primary School, taking children from the age of 4 – 11 years.

## SCHOOL HOURS

The day is divided into two sessions:

8.45 a.m. to 12 noon

This includes registration, morning break of 15 minutes and assembly, except on Fridays.

1.10 p.m. to 3.15 p.m.

This includes afternoon break, 5 minutes for Key Stage 2 and 10 minutes for Key Stage 1, and assembly on Friday.

## SCHOOL ORGANISATION

For some subjects children may be grouped according to ability within the class, or may have individual work programmes.

### Current Organisation 2019-2020

Mrs Quick	- Reception/Year 1
Miss Marshall	– Year 2/Year 3
Mrs Beaumont and Miss Needham	– Year 4/Year 5/Year 6

## MEDICAL INFORMATION

Please let the school know if your child suffers from any medical problems (especially asthma) that might affect his/her schooling. We would particularly ask you to inform us of any allergies your child might have. If any pills, lotions or medicines need to be administered in the daytime we would prefer you to come and do this. If this is impossible, please fill in a consent form and send a single dose each day with the child's name and when the medicine should be administered.

Occasionally children are ill at school. Most minor problems, such as grazes, are dealt with, although it might sometimes be necessary to consult with parents. For this reason, it is crucial that you keep us informed of any changes in where you may be contacted throughout the day. We also ask you to provide us with another contact name, such as a relative, in the event that we cannot contact you and your child needs to be collected from school due to illness.

If your child is ill please telephone or send a message via another family on the day. A written note must be sent to school on the child's return. If your child has been sick or has had diarrhoea, please allow 48 hours clear of symptoms before sending him/her back to school.

In cases of **extreme** emergency, an ambulance may be called before parents are contacted. If parents cannot be contacted, the headteacher, or the most senior member of staff available at the time, will make decisions in what is considered to be the best interests of the child. For further information please ask to see the Health and Safety Policy.

The School Nurse visits the school frequently and there are also visits from the School Doctor and Dentist.

# SCHOOL CODE OF DRESS

It is the policy of the school that uniform be recommended to all parents.

## School Uniform

It is the policy of the school that uniform be recommended to all parents.

The recommended school uniform comprises:

### Winter

Red sweatshirt, cardigan, fleece, jumper or hooded jumper; plain white top under sweatshirt.

Dark colour (black, navy or grey) pinafore dress, trousers or skirts. Sensible dark coloured footwear – flat heels only.

### Summer

Dark colour bottoms including shorts, top as winter options. Optional red stripe/check dresses can be worn.

### P.E.

Black, blue or grey trousers or shorts and plain white tops. Black, blue or grey leggings or jogging bottoms (not jeans) may also be worn, and jumper plus a change of footwear.

### Swimming

All infants will have the opportunity to visit Wirksworth Learner Pool for swimming tuition. Older children visit The Arc Leisure Centre in Matlock at some point during their years in Key Stage 2. The children need a towel, costume or trunks and a swimming hat for this.

School and County Policy is that children should only wear studs and should not have earrings in for PE or swimming, even covered with tape. If children have earrings, they must be able to put them in and take them out themselves, as we are not permitted to help with this. Wristwatches are the only other item of jewellery that may be worn.

The wearing of make up, including nail varnish, is not permitted at school.

The recommended school uniform comprises:

## AS YOUR CHILD STARTS SCHOOL

As children start school, the Foundation Stage Profile is used to assess their abilities and enable us to ensure appropriate work is set. However, if a child is able to practise the following skills before starting school, it will help them to settle more easily.

- ❖ Dressing and undressing
- ❖ Using the toilet
- ❖ Holding cutlery
- ❖ Sitting at a table
- ❖ Holding a pencil/crayon
- ❖ Using safety scissors
- ❖ Using a handkerchief

We hope that your child has an enjoyable time at school and would like to feel that we are working in partnership with you. If at any time you have a concern, please discuss it with either Miss Marshall or Mrs Foster and we will do our best to help.

### HEALTHY EATING

We encourage all of our children to make healthy choices when it comes to food. As such we have a healthy snack policy for break times. All children have access to fruit or vegetables at morning break.

This operates from Monday to Thursday with Friday being a 'flexible' day with a tuck shop selling cakes and crisps available to the children.

### SCHOOL MEALS

Provision is made in school for hot meals and sandwiches to be eaten. Children in the Infant class receive a hot meal as part of the Universal Infant Free School Meals.

The Derbyshire County Council Catering Service provides school lunches. Payment for the week's meals is made on Monday so please ensure that the children bring the correct amount of money on that day, in a named, sealed envelope.

Parents/carers may be eligible to claim free school meals. It's easy to apply; either contact the school secretary and she will provide you with an application form to complete or the Catering Service by e-mail [catering@derbyshire.gov.uk](mailto:catering@derbyshire.gov.uk) or telephone 01629 536704 and they will send you an application form.

On return of the completed form we will contact you to advise on eligibility.

### ROAD SAFETY

We are in the process of developing our Travel Plan in which we aim to get children walking to school whenever possible and ask that as many parents as possible park away from the immediate

vicinity of the school. We encourage a 'Park and Stride' strategy which involves parents parking in the village and walking the remainder of the way to school.

We ask that parents who do bring children all the way to school by car exercise particular care when turning in front of the school at the end of North Street in order to avoid endangering children walking to school. A crossing patrol is stationed on The Hill/North Street, before and after school.

## CLUBS AND OTHER ACTIVITIES

### BREAKFAST CLUB

Monday to Friday: 0730 – 0835 am  
Cost: £4.00 per child, £3.00 for siblings  
Breakfast includes: Fruit juice, milk, cereal and toast

There will be an activity every day and this will include: drawing, colouring, reading, construction and games

### AFTER SCHOOL CLUB

Monday to Friday: 1530-1630  
Cost: £4.00 per child. There will be an extra charge of £1.00 from 1630 to 1700 pm (**Monday to Thursday only**).

Activities are:

Monday	Sport
Tuesday	Street Dance
Wednesday	Science
Thursday	Forest School
Friday	Various activities

### Extended hours – Monday to Thursday

In addition, we are able to offer extended after school provision from 1630-1700. This will be charged at £1 per session.

Parents can pay for this using Parentpay.

### HOMEWORK

The children are given homework to speed their progress and reinforce work done in school. When they first start school, the emphasis will be phonics and reading. Parental encouragement can make a tremendous difference to your child's reading. We would like reading to be seen as an enjoyable activity. As they get older, children are also expected to learn spellings and multiplication tables. By Year 6, homework is set in greater quantity. If you ever need more information about what is expected, your child's teacher will be pleased to help. A homework diary is provided for the juniors to help them keep track of the tasks that are set.

### EDUCATIONAL VISITS

Educational visits are planned at various points throughout the year according to the curriculum topics being taught. A residential adventurous visit takes place for juniors every two years.

## **TRANSFER TO SECONDARY SCHOOL**

Children usually transfer to Anthony Gell/Highfields at age 11. They spend some time in the Secondary School prior to transfer, to promote positive attitudes towards transition. Liaison also occurs between Anthony Gell and Highfields staff and Cromford School to ensure continuity of the curriculum.

Y5/6 children take part in music, language and sports activities at various points in the year to help smooth the transition.

## **PARENTS' EVENINGS**

During the course of the school year, special evenings are set aside for parents to visit the school to discuss with staff the progress of their children. Parents wishing to see a teacher or the headteacher at other times are most welcome to arrange to come into school, preferably before or after school.

## **CAN YOU HELP?**

Parents and other members of the community are always welcome to help in school. If you have a hobby or talent, please share it with us.



## **PARENT TEACHER ASSOCIATION**

This is the name of our Parent Teacher Association. All members of the community are invited to join in with the organisation of a range of events throughout the year. A Tuck Shop is provided by the PTA in school every Friday. Children may bring a maximum of 40 pence to spend.

# CURRICULUM

The school aims to provide all children with a broad and balanced curriculum to cover their needs. Considerable emphasis is placed on the teaching of basic skills which are then encouraged to be used in other areas of learning.

## English

This area of the curriculum covers all areas of reading, writing, speaking and listening. These skills are developed right across the curriculum because children read and write for all sorts of reasons. Infants receive daily phonics sessions.

Spoken language is encouraged from the earliest stages as children join in discussions, read out their work, give reports and presentations and generally converse with other children and teachers. Part of our work involves working with other schools to encourage children to develop their speaking and listening skills.

Early writing skills have begun to develop in many children by the time they start school. Drawing, colouring, copying and tracing are all important. These skills are developed and used as children learn to write letters, words and numbers. At the back of this booklet is a page showing our handwriting scheme. If you are practising writing with your child at home, please use this as a guide.

We have a variety of schemes for developing comprehension skills, grammar and punctuation, as well as spelling. The latter is taught by the look-cover-write-check method and by reference to letter strings and phonics.

## Mathematics

We follow the Primary Strategy and use elements of the Abacus scheme as a basis for our teaching. We play games, conduct investigations, explore numbers and patterns, use calculators and computers and a variety of other materials. We use Maths in a realistic way as often as we can, in order to demonstrate its relevance and value to everyday life.

## Science

The majority of our Science curriculum is practical and gives children the opportunity to develop knowledge and understanding of important scientific ideas, processes and skills. They relate these to everyday experiences and learn about ways of thinking and communicating ideas.

## ICT

We have a set of 15 laptops which are connected to a wireless system, and an additional 10 bay computer suite to which all children have access. In addition, we have 4 interactive whiteboards and several free standing computers for pupils to use. We teach ICT skills as well as incorporating it in other areas of the curriculum,

## Religious Education

Our Religious Education is of a broadly based Christian character whilst also aiming to give insight and understanding of other faiths; based on the Derbyshire Agreed Syllabus for RE. We hold an act of corporate worship each day. Parents have the right to request that their children be wholly or partly excused from religious worship or instruction. A member of St Mary's Church leads our Assembly each Tuesday, whilst a member of Cromford Methodist Church leads Assembly on Thursdays.

## **Geography and History**

These subjects are taught on a very local basis starting from the children's own experience and environment and widening out to encompass more complex concepts, as they grow older. Whenever possible, artefacts and visual aids are used to bring the subjects to life.

## **Personal, Social, Health and Citizenship Education**

Pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences. We follow Derbyshire's recommended scheme of work, as well as using events that occur in school as stimuli for discussion.

## **Physical Education**

Cromford Community Centre is occasionally used for P.E. The School keeps its large apparatus there as well as a range of balls, bats, skittles, and mats. In warmer weather we go outdoors onto Allen's Field or one of our two playgrounds. In addition, we are fortunate to be able to use Cromford Meadows for football matches and Sports Day. The junior children are taught hockey in the Autumn term and are involved in 'Chance to Shine' cricket incentive programme during the Summer term. We take part in various inter-school sports events throughout the year in partnership with Anthony Gell School.

## **Music**

Music lessons take the form of singing and instrumental work focusing on rhythm, pitch, dynamic and timbre. Children also listen to a wide variety of music in order to develop an appreciation of cultural and historical perspectives in music and an understanding of form and style. We take part in the Wider Opportunities for music scheme, and local music projects arranged by Derbyshire Music Service.

## **Art**

In Art we develop a wide range of skills – drawing, painting, use of collage, use of colour and three-dimensional work. A wide variety of media are used – pencil, pastel, oil crayon, wax crayon, different types of paint, clay, plasticine, fabrics etc.

## **Design and Technology**

In design and technology, children acquire and apply knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality, and health and safety. They develop design skills and acquire and refine practical skills.

## **Special Educational Needs**

A child has special education needs (SEN) if s/he is experiencing learning difficulties, social, emotional, behavioural or physical difficulties greater than the majority of the children of the same age.

Pupils with special educational needs require additional help to enable them to learn or to enable them to access the curriculum. This additional help may be in the form of individualised planning, or modification of material, the provision of specific teaching or technological aids, or the allocation of additional teachers or support from a teaching assistant. For some pupils the support will be dependent on the Local Education Authority allocating sufficient resources to meet their needs. Children who are more able also need identification so their needs can be met as appropriate.

The school welcomes children with special educational needs and everything will be done to cater for their special requirements. We have adopted the Code of Practice on the identification and



assessment of special educational needs. Early identification is very important and parents, carers or staff may raise initial concerns.

Once a concern has been raised the class teacher will, through observation and assessment, gather evidence as to the severity of the needs. The special educational needs co-ordinator will be advised at each stage of the process and monitoring the whole procedure as it progresses.

In our school most special educational needs programmes involve the class teacher, the child and the parents working together with the SEN co-ordinator and in certain cases an outside agency on an individualised programme for the child. The whole essence of the special education needs work in Cromford School is that all pupils receive an appropriate education to which they are entitled.

## **SAFEGUARDING CHILDREN**

At Cromford Primary School we fully accept our duty to assist the Social Services Department, acting on behalf of children in need or enquiring into allegations of child abuse. Besides this statutory duty, we also have a pastoral duty towards all our pupils and place this care firmly at the centre of our work.

The school recognises that “ ... because of their day-to-day contact with individual children, teachers and other staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop” (DFEE Circular 10/95 and Working Together under the Children Act 1989). We are aware of the responsibilities that our school and its staff have with regard to the protection of children from abuse and from inappropriate and inadequate care.

Parents should be aware that the school will take any reasonable action to

- ❖ ensure the safety of its pupils. In cases where the school has reason to
- ❖ be concerned that a child may be subject to ill-treatment, neglect or
- ❖ other forms of abuse, staff have no alternative but to follow Derby and Derbyshire Safeguarding Children Procedures and inform Social Services of their concern.

## **EQUAL OPPORTUNITIES**

The school strives towards equality of opportunity regardless of disability, sex, race, cultural background or religion. The Governing Body supports the County Council's initiatives and follows their guidelines.

## **CHARGING AND REMISSIONS**

The school makes no charge for the cost of the education it provides within the classroom in school hours. All educational activities that take place outside the classroom within school hours are designed to enhance the education of your child. On these occasions the school will invite parents to make a donation towards the cost of the visit that will cover transport costs, entrance fees and insurance. In reality parents have to cover these costs otherwise the visits would not be possible. No child will be excluded from a visit because their parents cannot contribute towards the cost. On the whole our parents are fully supportive of the visits their child is involved in.

## **ANTI BULLYING**

The school has an anti bullying policy. We work very hard to ensure that all pupils are happy and free from bullying in school. If incidents of bullying occur in school we challenge it every time. All staff are pro active concerning bullying. We are part of the authority's 'Anti Bullying Commitment Project' and are recipients of the LEA's 'Anti Bullying Intermediate Award.'

## **BEHAVIOUR**

Our school rules are kept to a minimum and are simple and fair. They are designed to ensure that children are safe and receive the absolute best from the education Cromford provides.

We expect children to work hard, be polite and respectful, be kind to one another and always be honest. All children are encouraged to do this in an environment which sets standards of politeness, manners, behaviour and dress.

The school has a clearly defined behaviour policy which sets out what we expect and this is available on request.

We ask all parents to support us fully and to work with us in our attempts to encourage all children to behave well.

## **BAD WEATHER**

In cases of bad weather please telephone school if you are in any doubt as to whether the school will be open or closed. If you bring your child to school and no staff are on the premises please do not leave your child unattended in the playground. If the school is closed due to bad weather the local radio stations will be informed and a text message will be sent. Please ensure we have your current mobile phone number.

## **HOME SCHOOL PARTNERSHIP**

Our school realises the importance of close and effective links with parents and the need to establish a partnership in education. We seek to involve parents in as many aspects of their child's education as possible. By working together we can help your child gain more from school.

## **DATA PROTECTION**

Security measures are taken to ensure that the information that is transferred to our computer is kept confidential and only available to authorised staff. This may be used for statistical purposes but no individual will be identified. The school has registered with the Data Protection Registrar details of persons to whom they may wish to disclose information. By law, under the provision of the Data Protection Act information may only be disclosed to other persons in accordance with this registration. The school is registered to disclose personal information to:

- ❖ The Local Education Authority
- ❖ The Local Authority Social Services Department
- ❖ Education Establishments
- ❖ Legal Representative

## **COMPLAINTS PROCEDURES**

If you are dissatisfied in any way with the service we provide please raise it with the class teacher or Headteacher. It is expected that the majority of anxieties and questions can be dealt with this way. However, if complaints cannot be resolved then contact a parent governor who will investigate the complaint on your behalf. If you are still not satisfied then a formal procedure involving the Local Education Authority can be invoked. This can be discussed with Mrs Foster or the Chair of Governors at a mutually convenient time.

## USEFUL ADDRESSES AND CONTACTS

**Chair Of Governors** Gill Donaldson, Cromford Primary School (01629 822248)

The Area Education Office  
High Peak and Derbyshire Dales  
Area Education Office  
Kents Bank Road  
Buxton, Derbyshire  
SK17 9HJ  
Telephone Number: Buxton (01298) 26121

Student Services  
County Hall  
Matlock  
Derbyshire  
DE4 3AG  
Telephone Number: Matlock (01629) 580000

Centre For School Improvement  
John Hadfield House  
Dale Road  
Matlock, Derbyshire  
DE4 3RD  
Telephone Number: Matlock (01629) 580000

# **Term Dates – 2019/2020**

## **Autumn Term**

### **Term 1 (7 weeks, 4 days)**

Wednesday, 4<sup>th</sup> September to Friday, 25<sup>th</sup> October

***INSET 1 – Tuesday, 3<sup>rd</sup> September***

**HALF-TERM – Monday, 28<sup>th</sup> October to 1<sup>st</sup> November**

### **Term 2 (7 weeks)**

Monday, 4<sup>th</sup> November to Friday, 20<sup>th</sup> December

**CHRISTMAS BREAK – Monday, 23<sup>rd</sup> December to Friday, 3<sup>rd</sup> January**

## **Spring Term (2020)**

### **Term 3 (2019) (6 weeks)**

***INSET 2 – Monday, 6<sup>th</sup> January 2020***

Tuesday, 7<sup>th</sup> January to Friday, 14<sup>th</sup> February

**HALF-TERM – Monday, 17<sup>th</sup> to 21<sup>st</sup> February**

### **Term 4 (6 weeks)**

***INSET 3 – Monday, 24<sup>th</sup> February 2020***

Tuesday, 24<sup>th</sup> February to Friday, 3<sup>rd</sup> April

**Easter Break – Monday 6<sup>th</sup> to 17<sup>th</sup> April**

**(Good Friday – 10<sup>th</sup> April and Easter Monday – 13<sup>th</sup> April)**

## **Summer Term**

### **Term 5 (5 weeks)**

Monday, 20<sup>th</sup> April to Friday, 22<sup>nd</sup> May

**May Day – Friday, 8<sup>th</sup> May (to mark the 75<sup>th</sup> anniversary of VE Day)**

**HALF-TERM – Monday, 25<sup>th</sup> May to Friday, 29<sup>th</sup> May (Bank Holiday – Monday, 25<sup>th</sup> May)**

### **Term 6 (7 weeks)**

Monday, 1<sup>st</sup> June to Friday, 17<sup>th</sup> July

***INSET 4 – Monday, 20<sup>th</sup> July 2020***

***INSET 5 – Tuesday, 21<sup>st</sup> July 2020***



**Cromford C of E Primary School**  
**Name of Policy: Accessibility Plan 2019-2022**  
**Policy Number: 30**

This policy has been reviewed 4th February 2016 and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.

Approved:	28 <sup>th</sup> March 2019 12 xi
Next date for review/approval:	March 2022
Chair of Governors:	Gill Donaldson

### Introduction

**The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:**

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

**It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.**

### 1. Starting points

#### 1A: The purpose and direction of the school's plan: vision and values

- *The school's mission statement is "Learn, Aspire, Achieve in a caring Christian Environment". This applies to all children in our school community including with SEN and/or disabilities.*
- *Cromford Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.*
- *Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. The school:*
  - *Sets suitable learning challenges*
  - *Responds to pupils' diverse needs*
  - *Overcomes potential barriers to learning and assessment for individuals and groups of pupils.*
- **Cromford Primary School aims to identify and remove barriers to disabled pupils in every area of school life.**
- *Cromford Primary School makes all children feel welcome, irrespective of race, colour, creed or impairment.*

The school has set the following priorities for the development of the vision and values that inform the plan:

- *To increase the extent to which disabled pupils can participate in the school curriculum.*
- *To improve the physical environment of the school to increase accessibility for members of the school community with disabilities (within the planning constraints on the school building).*
- *To improve accessibility to, and detail of written information.*

#### 1B: Information from pupil data and school audit

**Cromford Primary school has identified its priorities through:**

- *Data collection*
- *Consultation*

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- ***Distribution of questionnaires for disability equality and accessibility***

- ***Analysis of SEN records in relation to personalised learning***

### **1C: Views of those consulted during the development of the plan**

The requirement to consult with pupils is set out in the UN Convention on the Rights of the Child, and in statute (s.176 of the Education Act 2002). Guidance is provided in the SEN Code of Practice (2001) and in the response (2002) by the DfES to a report from the Children and Young People's Unit.

*Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.*

*(Articles 12 & 13, UN Convention on the Rights of the Child)*

**The school has set the following priorities in respect of consultation on the plan:**

- *To increase the extent to which disabled pupils can participate in the school curriculum.*
- *To improve the physical environment of the school to increase accessibility for members of the school community with disabilities.*
- *To improve accessibility to, and detail of written information*

## **2. The main priorities in the school's plan**

- **2A:** *To increase the extent to which disabled pupils can participate in the school curriculum.*

**The school has set the following overall priorities for increasing curriculum access:**

- *To improve differentiation through the success criteria and learning objectives.*
- *To ensure that all children are represented on the school council*
- *Employ additional midday staff to ensure that the needs of children of SEND are met at lunchtimes*
- *Ensure access arrangements are in place for national tests [additional adults / space]*
- *Develop a training audit to identify staff skills and areas for development.*

**2B:** *To ensure that all users can access the school safely and easily.*

**The school has set the following priorities for physical improvements to increase access:**

- *Purchase ICT equipment to support individuals as appropriate.*
- *Ensure any building projects ensure good physical access.*

2C: To ensure that information provided by school is accessible to all users, as appropriate:

The school has set the following priorities for providing information for all the school community:

- *Make good use of the text messaging service and keep it updated.*
- *Ensure the school website is user friendly and all pupils are represented.*
- *Make good use of the Derbyshire file for Dyslexia Friendly Schools / SEN tools / CPD / Training*

### **3. Making it happen**

#### **3A: Management, coordination and implementation**

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- *Regular discussion at Governing Body and Staff Meetings*
- *A named governor with responsibility for monitoring the Accessibility Plan [SEN]*

#### **3B: Getting hold of the school's plan**

**The school makes its accessibility plan available in the following way:**

- *A copy in the School Office, in different formats if required.*