

Accessibility Plan

Crudgington Primary School



Approved by:

FGB

Date: September 2021

Next review due by:

September 2024

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the Plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities.
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Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Crudgington Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover three years. The Plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **school's physical environment**, adding specialist facilities as necessary. This covers reasonable adjustments to the school's physical environment and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. (If a school fails to do this, they are in breach of the Disability Discrimination Act. This covers teaching and learning and the school's wider curriculum, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to delivering **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks, and school events
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information. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan, and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

The Plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the Plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AREA REQUIRING ACTION	TARGETS	STRATEGIES	RESPONSIBLE	TIMEFRAME	OUTCOMES
Increase access for disabled pupils to the school curriculum.	Training for staff on differentiating the curriculum with consideration for the SEN code of practice	Undertake an audit of staff training requirements through an appraisal procedure. Book staff onto appropriate training/CPD in response to the audit.	SLT	By Spring Term 2022	
Increase access for disabled pupils to the school curriculum.	Audit of pupil needs by SENDCO	Review the specific needs for any pupils living with a disability 1:1 meetings with parents if needed/requested.	SENCO Mrs Preston	End of Autumn Term 2023	
Increase access for disabled pupils to the school curriculum.	Audit of school SEN resources	SENDCO will audit all SEN resources (i.e. accessibility resources such as writing slants, wobble cushions etc.)	SENCO Miss Latham	End of Autumn Term 2021	
Increase access for disabled pupils to the school curriculum.	SENDCO to be up-to-date with training	SENDCO to attend local authority updates and workshops and disseminate information to staff members	SENCO Miss Latham	Ongoing	

AREA REQUIRING ACTION	TARGETS	STRATEGIES	RESPONSIBLE	TIMEFRAME	OUTCOMES
Increase access for disabled pupils to the school curriculum.	All extra-curricular activities are planned to ensure, where reasonable, the participation of all pupils	Review all extra-curricular activities to ensure compliance with legislation & audit the inclusion measures taken by external providers	SLT	End of Summer 2022	
Increase access for disabled pupils to the school curriculum.	Educational Visits Risk Assessments & Standing Risk Assessments	Ensure that all risk assessments completed for educational visits include access for disabled pupils if appropriate. All standing assessments are reviewed for compliance	EVC leader – Tracey Perrin	Ongoing	
Increase access for disabled pupils to the school curriculum.	Improve access through the use of ICT	Obtain appropriate/recommended software to enhance access to the curriculum.	SENCO	Ongoing	

AREA REQUIRING ACTION	TARGETS	STRATEGIES	RESPONSIBLE	TIMEFRAME	OUTCOMES
Admission of disabled pupils/pupil information	All pupils' and parents needs are catered for upon admission	<p>Include questions in the new intake Personal Information Record to assess pupil needs. Assist with the completion of any forms upon request.</p> <p>Create access plans for individual disabled pupils when necessary.</p> <p>Ensure staff are informed when a disabled pupil is due to start at the school.</p> <p>Provide information leaflets to parents upon request.</p>	School Office	January 2022, ready for September intake	

AREA REQUIRING ACTION	TARGETS	STRATEGIES	RESPONSIBLE	TIMEFRAME	OUTCOMES
Admission of disabled pupils/pupil information	There is appropriate access for all pupils and parents, whatever their needs	<p>Ensure all areas of the school remain fully accessible, inside and outside. Ensure there are clear signs visible in reception and entrance areas.</p> <p>Replace external light bulbs immediately when faulty.</p> <p>Ensure yellow stripes on edges of external steps and ramps are re-painted regularly.</p> <p>Ensure handrails on stairs are maintained.</p> <p>Ensure ramps are maintained.</p> <p>Ensure toilet/wash facilities remain fully accessible.</p> <p>Ensure classrooms are optimally organised to meet the needs of all pupils.</p> <p>When purchasing new equipment and furniture, ensure the needs of disabled pupils are considered.</p> <p>As and when necessary, seek advice on the lighting in all teaching areas from the Sensory Inclusion Team.</p>	Teaching Staff & Caretaker	Throughout the year following site checks by caretaker.	
Disabled parking	Disabled parking is available to whoever needs it.	Ensure the disabled parking bay is kept free for disabled pupils, parents/carers, staff and visitors: clear signs, newsletter reminders & blue badge displaying protocol.	Reminders in newsletters and staff meetings termly		

AREA REQUIRING ACTION	TARGETS	STRATEGIES	RESPONSIBLE	TIMEFRAME	OUTCOMES
Evacuation Procedures	Plans are in place to ensure the safe evacuation of all	When necessary, put in place a Personal Emergency Evacuation Plan for disabled pupils and ensure all staff are aware of their responsibilities. Ensure all fire escape routes are kept clear. Fire drills are timed and assessed for efficiency.	SLT	PEEP as soon as the need arises 12/ termly drills	
Access to physical aids	Equipment is appropriate for users	As necessary, ensure ICT equipment has large computer screens, adapted keyboards, concept keyboards, etc. When appropriate, provide learning aids e.g. enlarged copies of documents, sloping boards, specialist furniture and other portable aids. Ensure there is an appropriate range of physical aids in use as necessary.	SENDCO ICT Tech	As needed	
Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.	To ensure materials are produced to reflect our learners' needs, including braille, large print and sign systems.	Secure staff knowledge of how to access specialist services Ensure translation services are available on communication systems. Ensure background colours can be changed on the school website and class boards.	SENDCO ICT Tech		

4. Monitoring arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary. The governing board will review it.
The governing board will approve it.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

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