

Accessibility Plan

Crossdale Primary School



Last reviewed: April 2018

Next review due by: April 2021

Definition of Disability Under the Equality Act 2010:

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 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

Action plan

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

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>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The SEN 'register' is updated each term through pupil progress meetings. Through these meetings, support for these children is planned and individual provision maps are produced.</p>	<p><u>SHORT TERM</u></p> <p>Ensure the school continues to develop the children's understanding of disability.</p> <p><u>MEDIUM / LONG TERM</u></p> <p>Ensure that children with additional needs have specific and tailored resources provided to help them to access the</p>	<p>Ensure there are learning resources that show positive examples of people with disabilities. Assemblies will, at times, focus on disability.</p> <p>Continue to look to invite people with disabilities to speak to the children.</p> <p>Complete appropriate assessments e.g. dyslexic tendencies screening to identify specific needs and appropriate resources to</p>	<p>All teachers</p> <p>SENCO</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>People with disabilities are seen in a positive light.</p> <p>The children are educated with regards to equality and how to manage disability.</p> <p>Children access the curriculum with appropriate support and resources.</p>

		<p>curriculum</p> <p>To ensure that at the beginning of each academic year TAs are deployed appropriately where there is need and interventions are planned accordingly. This is all reviewed on a termly basis or sooner if required.</p>	<p>support.</p> <p>Use pupil progress meetings and analysis of data to identify individual and groups of children who require specific and targeted support.</p>	<p>SENCO and class teachers</p>	<p>Beginning of academic year and ongoing</p>	<p>Provision will clearly match the needs of individual pupils.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted as best as possible to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Ability for classes to move classrooms to accommodate a person who may not be able to negotiate other classroom spaces easily. • Ramp access to doors. • External door widths are adequate for wheelchair access. • Visual timetables in classrooms 	<p><u>SHORT TERM</u></p> <p>Ensure all children have full / appropriate access to school buildings and grounds.</p> <p><u>MEDIUM/LONG TERM</u></p> <p>Ensure that all disabled pupils can be safely evacuated.</p>	<p>Review cloakroom areas to ensure they are accessible and can keep belongings away from access routes.</p> <p>Review Personal Emergency Evacuation Plans (PEEPs) termly.</p> <p>Ensure all staff are aware of their responsibilities in an emergency evacuation; this is reviewed termly through fire evacuation and lockdown procedure drills.</p>	<p>EHT / HOS / SENCO</p> <p>SLT/Site Manager/Governors</p>	<p>Autumn Term 2018.</p> <p>Termly, Ongoing.</p>	<p>School buildings and grounds are fully accessible to all.</p> <p>All children with a disability, and staff working with them, are safe and confident in the event of an emergency.</p> <p>Staff and ALL children are confident about what to do in an emergency.</p>

		Improve toilet and handwashing facilities in school, alongside a designated space for physiotherapy work.	Seek support from the LA regarding development of facilities.	EHT / HOS / SENCO	Ongoing. Funding dependent.	All children have access to toilets and improved handwashing facilities. Children who follow a physiotherapy programme have an appropriate designated space.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Pictorial or symbolic representations • Use of ICT to support communication • Coloured paper or coloured overlays for pupils with dyslexia / colour preferences. • Large print / audio formats as required. • Tailoring home / school information to the needs of a child. 	<p><u>SHORT TERM</u></p> <p>Ensure all staff are aware of accessible formats of communication</p> <p><u>MEDIUM / LONG TERM</u></p> <p>Develop awareness of Makaton signing in order to support pupils.</p>	<p>Encourage the use of good practice guidance from outside agencies e.g. alternative means of presenting information to children.</p> <p>Staff CPD to develop knowledge and awareness of Makaton.</p> <p>A sign a week to be learnt throughout the school year.</p>	<p>SENCO and class teachers</p> <p>Class teachers and SLT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Children feel more confident to communicate their learning in a way that is individual and purposeful to them.</p> <p>All children are familiar with key Makaton signs and this is supportive for communication for all.</p>

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

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
- Supporting pupils with medical conditions policy
- Intimate Personal Care Policy
- Managing Complex Health Needs Policy

