

Accessibility Plan

Crossdale Primary School



Last reviewed: October 2022

Next review due by: October 2025

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 |
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| 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</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</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> |

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| | | <p>tailored resources provided to help them to access the 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>appropriate resources to 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> | SENCO and class teachers | Beginning of academic year and ongoing | Provision will clearly match the needs of individual pupils. |
| Improve and maintain access to the physical environment | <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 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>Improve toilet and handwashing facilities in school, alongside a designated space for physiotherapy work.</p> | <p>Review cloakroom areas to ensure they are accessible and can keep belongings away from access routes.</p> <p>Seek support from the LA regarding development of facilities.</p> | <p>EHT / HOS / SENCO</p> <p>SLT/Site Manager/Governors</p> <p>EHT / HOS / SENCO</p> | <p>Autumn Term 2023.</p> <p>Termly, Ongoing.</p> <p>Ongoing. Funding dependent.</p> | <p>School buildings and grounds are fully accessible to all.</p> <p>All children have access to toilets and improved handwashing facilities. Children who follow a physiotherapy programme have an appropriate designated space.</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

