

Accessibility Plan



Crazies Hill Church of England Primary School

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This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach for all employees of the Trust.

1. Aims

Our Trust and our schools are inclusive and welcome to all and aim to treat all its pupils and staff fairly and with respect. This involves providing access and opportunities for all pupils and staff without discrimination of any kind.

Crazies Hill CE Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors, and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. This policy outlines the measures our school has in place and plans to implement to ensure our school is accessible to all.

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

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 including SEND Provision, Sensory Consortium, joint bids etc

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 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 disabled pupil faces in comparison with non-disabled pupils. 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.

This plan would be reviewed further if we take a child with different additional needs

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	<p>Ensure every class is employing expected quality first teaching strategies as part of their everyday practice</p>	<ol style="list-style-type: none"> 1. Staff training 2. Year group provision maps to aid identification and transition 3. SEND learning walk 4. Feedback to staff 5. Support from external agencies – ongoing 	<p>Inclusion Leader</p>	<p>Ongoing</p>	<p>All children will have access to QFT strategies</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> • Improve signage, for example to include a visual, dyslexia friendly • Ensure daily rigor is maintained to keep corridors/access points clear of obstacles and general clutter • Annual audit to aid transition/ accommodation of pupils as they join & move through the schools, taking advice from external agencies such as OT, sensory consortium 	<p>Class check list all staff monitoring Support from external agencies – ongoing</p>	<p>Inclusion leader All staff Inclusion leader</p>	<p>ongoing</p>	<p>Signage improved across the school</p> <p>Clear corridors maintained</p> <p>Audit and conversations regarding pupil needs ensure new classes are well - prepared</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	Improve signage, for example to include a visual, dyslexia friendly Review how children receive information during lessons, i.e. off the board	Staff training SEND learning walk Support from external agencies – ongoing	Inclusion lead	Ongoing	Signage improved across the school

Whilst this policy is aimed at supporting pupils, we also aim to support our wider school community, including staff, parents, governors and visitors, for example, supporting parents to complete forms, putting parents in touch with each other to support with particular needs, providing taller chairs for assemblies, adapting communication to their needs where possible, for example speaking in person, rather than emailing or vice versa.

4. 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 Local Governing Body.

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
- Supporting pupils with medical conditions policy
- Local Offer
- SEND Policy
- School Improvement and Development Plan
- Equal Opportunities Policy