



# **Accessibility Plan 2019 - 22**

# **Crook Primary School Accessibility Plan – 2019 - 2022**

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## **1. Vision Statement:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The current Plan will be appended to this document.

At Crook Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

- 1) The Crook Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority. Outside agencies and specialists have also been consulted. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Crook Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The Crook Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating

the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 5) The Crook Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Asset Management Plan
  - Behaviour Management Policy
  - Curriculum Policy
  - Disaster Recovery Plan
  - Equal Opportunities Policy
  - Health & Safety Policy
  - Equality Statement
  - School Prospectus
  - School Improvement Plan
  - Special Educational Needs Policy
- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period or, if necessary, when

the admission of a new pupil highlights an area where the current plan does not meet their needs.

- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be published on the school website.
- 11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee
- 12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved \_\_\_\_\_

Date \_\_\_\_\_

## **2. Aims and Objectives**

### **Our Aims are to:**

- **ensure access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**

Our objectives are detailed in the Action Plan below

## **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on a regular basis during meetings with SEN staff and during parents' evenings.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch, break times and after school clubs for pupils with physical impairments and school trips or residential visits for pupils with medical needs; At the moment, disabled pupils can access all parts of both buildings and the grounds with assistance.

### **Curriculum**

Disabled pupils are able to access all areas of the curriculum. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, such as policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned with a range of different formats available for disabled pupils, parents and staff.

## **4. Access Audit**

The school is a single storey building with wide corridors and several access points from outside. All areas are accessible to all children including the field and playground. The Early

Years Unit is a secure unit with access to a secure outdoor area. There are 2 other inner quadrangles, one for staff use, the other for use as a secure outdoor classroom for use by all pupils under supervision.

The nursery unit is also a single storey building with a large open plan area, several smaller rooms leading away from the main open plan area and a large outdoor play area.

On-site car parking for staff and visitor includes one dedicated disabled parking bay in front of the disabled ramp access for the school building. All parking spaces allocated to the nursery have easy access for disabled drivers with a dropped curb leading from the car park on to the footpath. There is also a ramped access for foot traffic leading directly from the public footpath at the main gate. All entrances to the school apart from the main entrance are either flat or ramped and all have wide doors fitted. The main entrance is accessed by 2 steps which are inaccessible for wheelchairs, therefore an alternative entrance with a ramp and an intercom system to use to contact the main office is available by the school kitchen. The exterior door can then be released by the office staff. There are disabled toilet facilities available for both adults and children in the main building and the nursery unit. In the main school building there is; a child size toilet in the KS1 area of the building with shower and changing bed facility, an adult size toilet outside the school kitchen and a further child size toilet fitted with a biobidet unit at the KS2 end of the building by the junior toilet block. The staff toilet at the nursery is equipped for adult disabled use and there is a designated toilet area with changing facilities for disabled children.

The main school building and the nursery unit have internal emergency signage and escape routes are clearly marked. At present we do not have braille signage but this would be added if required. Children with disabilities have a Personal Emergency Evacuation Plan (PEEP) and have a responsible person assigned to help them in the event of an evacuation. Visitors who would need assistance in the event of an evacuation are asked to make this known to the office staff on arrival. A member of staff will then be assigned to the visitor to assist in the event of an emergency evacuation.

## **5. Management, coordination and implementation**

- We will consult with experts from the LA and other agencies when new situations regarding pupils with disabilities are experienced.
- The SENCO and Senior Leadership Team will work closely with agencies involved with children to ensure that individual needs are accommodated.

## 6. Action Plan

### **Aim 1 To maintain the ability to which disabled pupils can participate in all aspects of the school curriculum. ?**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

|                   | <b>Targets</b>   | <b>Strategies</b>   | <b>Timescale</b> | <b>Responsibilities</b>                | <b>Success Criteria</b>  |
|-------------------|--|---|------------------|--|--|
| <b>SHORT TERM</b> | To liaise with other nursery feeder schools to review potential intake each September  | To identify pupils who may need additional or different provision from previous disabled pupils | Sept 2019/2022   | HT<br>EYFS teacher<br>LA<br>SENCO      | Procedures/equipment / ideas set in place to accommodate individuals adequately. |
|                   | To review all statutory policies to ensure that they reflect inclusive practice and procedure  | To comply with the Equality Act 2010  | Ongoing          | HT<br>All subject leaders              | All policies clearly reflect inclusive practice and procedure                    |
|                   | To establish close liaison with parents  | To ensure collaboration and sharing between school and families.                                | Ongoing          | HT<br>All Teachers                     | Clear collaborative working approach   |
|                   | To establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy or mobility issues. | To ensure collaboration between all key personnel   | Ongoing          | HT<br>TAs<br>SENCO<br>Outside agencies | Clear collaborative working approach   |
|                   |  |   |                  |  |  |



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|                    | To ensure full access to the curriculum for all | Outside Play visits; Use of specialist advisory teachers; CPD for  | Ongoing          | Teachers                           | Advice taken and strategies evident in  |
|                    | children.                                       | <p>staff and:</p> <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>• The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from outside agencies or LA</li> </ul> |                  | <p>SENCO</p> <p>Ed Psych</p>       | <p>classroom practice.</p> <p>ASD children supported and accessing curriculum.</p>                    |
|                    | <b>Tasks/Targets</b>                            | <b>Strategies</b>  | <b>Timescale</b> | <b>Responsibilities</b>            | <b>Success Criteria</b>   |
| <b>MEDIUM TERM</b> | To finely review attainment of all SEN pupils.  | <p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>  | Termly           | <p>Class teachers</p> <p>SENCO</p> | <p>Progress made towards IEP targets</p> <p>Provision mapping shows clear steps and progress made</p> |
|                    |   |  |                  |                                    |   |

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|------------------|---|--|------------------|--|--|
|                  | <p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p> | <p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Features such as sticky keys to aid disabled users in using a keyboard</li> <li>• Personal ipad</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul> | Ongoing          | Whole school approach                              | <p>Variety of learning styles and multisensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p> |
| <b>LONG TERM</b> | <b>Targets</b>  | <b>Strategies</b>  | <b>Timescale</b> | <b>Responsibilities</b>                            | <b>Success Criteria</b>  |
|                  | To evaluate and review the above short and long term targets annually   | See above  | Annually         | SLT, Core curriculum coordinators<br><br>Governors | All children making good progress.   |

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|  | To deliver findings to the Governing Body | Finance and Premises and Curriculum Governors meetings | Annually<br>Termly SEN Governor / SENCO meetings | SENCO<br>SLT/SEN Governor<br>Behaviour and Safety committee | Governors fully informed about SEN provision and progress |
|--|---|--|--|---|---|

**Aim 2 : To maintain and improve where necessary, the physical environment of the school to ensure that disabled pupils have the best possible opportunities to take advantage of education and associated services.**

|                   | Targets  | Strategies   | Timescale | Responsibilities | Success Criteria                         |
|-------------------|--|--|-----------|------------------|--|
| <b>SHORT TERM</b> | Maintain and improve (when required), the physical environment of school | The school will continue to maintain the adjustments already made to the building to accommodate the needs of pupils, staff and visitors with physical difficulties. When planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, colour schemes, and more accessible facilities and fittings, consideration will be given to pupils, staff and visitors with disabilities. The school will make improvements where possible for new children with disabilities that have not previously been accommodated. | Ongoing   | SLT              | Enabling needs to be met where possible. |

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| Ensure visually stimulating environment for all children | Colourful, lively displays in classrooms.  | Ongoing   | Teaching and non-teaching staff | Lively and inviting environment maintained. |
| Ensuring all with a disability are able to be involved.  | <ul style="list-style-type: none"> <li>Create access plans for individual disabled children as part of EHCP</li> </ul> | With immediate effect, to be constantly reviewed and amended on an individual needs basis | Teaching and non-teaching staff | Enabling needs to be met where possible.    |

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|  | To ensure that the medical needs of all pupils are met fully within the capability of the school. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. | Reviewed continuously in response to new children or changes in needs | Head Teacher<br>SBM<br>SENCO |  |

|  |   |  |   |                   |  |
|--|---|--|---|-------------------|--|
|  | Ensuring disabled parents have every opportunity to be involved | <ul style="list-style-type: none"> <li>identify any special access requirements of disabled parents</li> </ul> | With immediate effect to be constantly reviewed | Whole school team | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education |
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|                    | <b>Targets</b>                                   | <b>Strategies</b>   | <b>Timescale</b> | <b>Responsibilities</b> | <b>Success Criteria</b>                        |
|--------------------|--|---|------------------|-------------------------|--|
| <b>MEDIUM TERM</b> | To ensure staff are trained in medical processes | Arrange training for staff on an annual basis or when necessary to ensure the individual needs of children can be met | Ongoing          | SLT<br>All staff        | Provision made for children with medical needs |
| <b>LONG TERM</b>   | <b>Targets</b>                                   | <b>Strategies</b>   | <b>Timescale</b> | <b>Responsibilities</b> | <b>Success Criteria</b>                        |
|                    | Continue to develop playgrounds and facilities.  | To consider disabled children in any areas of development and improvements or changes in facilities                   | Ongoing          | Whole school approach   | Inclusive play areas                           |

|   |   |         |     |  |
|---|---|---------|-----|--|
| To ensure driveway, roads, paths around school are as safe as possible. | Communication with parents via safety messages /letters/website | Ongoing | SLT | No accidents, continued hazard free access |
|   |   |         |     |  |