

School Accessibility Plan

November 2018 - November 2020



1. Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

- 1.1.1 At Croft CE Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

Croft CE Primary School aims :

to provide a safe, secure, stimulating and supportive atmosphere where each child is valued

to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally

to secure an inclusive learning environment and to support individual pupils

i) with special educational needs

ii) with disabilities

- 1.1.2 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

1.2 The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered.

2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.
3. Croft CE Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:
 - Disability Equality Scheme
 - Special Educational Needs
 - Equal Opportunities
 - Inclusion
4. This plan considers the following three areas as identified in the introduction:
 - 4.1 Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
 - 4.2 Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
 - 4.3 Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

5. Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school's support staff acting in a pastoral capacity provide additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy

6. Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Croft CE Primary School.

7. Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

8. This School Accessibility Plan is reviewed annually by the Governors' Health & Safety Committee. In addition it will be reviewed three yearly following consultation with the larger school community, the PTA, school council and questionnaires.

9. This plan is available to staff on the VLE, by e mail, in an enlarged print version and on request.

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Availability of written materials in alternative formats	HT	Staff aware of services available through L.A. Disabled people aware of facilities through signage. Improve availability of information for parents. Leaflets etc.	Contact details and cost of translations/a daptions	In place & ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take up of leaflets by parents.
Training for teachers on differentiating the curriculum and effective communication with parents	SENCo HT	Staff training and meetings with parents of SEN pupils arranged	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed
Training for staff on increasing access to the curriculum for disabled pupils	SENCO	Staff training on signing / Braille etc when needed On-going training on Autism.	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCo HT Computing Co-ordinator	Word processors for pupils with specific recording difficulties. Specific training in word processing skills through Touch Type Programme. Laptops Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Staff trained as appropriate.	Specialist equipment as listed	In place & ongoing	Increased access to the curriculum Needs of all learners met
Appropriate uses of colour schemes for internal / external decoration to benefit pupils with visual impairments	SENCo HT	Follow advice on contrasting colours & re-decorate as necessary. To review and update following discussions with adviser and parents and pupils.	Cost of re-decoration Build into maintenance budget	In place & ongoing	Physical accessibility of school increased Steps and handrails safer for pupils/adults with visual impairment. Areas maintained on a regular basis.

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Maintain a wheelchair accessible toilet.	HT/ Premises officer	Maintain a wheelchair accessible toilet.	Build into maintenance budget	In place & ongoing	Physical accessibility of school increased Wheelchair accessible toilet
Fit grab rails where necessary	HT/ Premises officer	Maintain grab rails around school site, including classrooms and other appropriate locations such as community hall.	Cost of new grab rails as needed.	In place & ongoing	Accessibility of school & play areas increased. Physically impaired pupils able to access all areas.
Improve independent access around school	HT / Premises officer	External classroom doors fitted with ramp facilities	Cost of ramps	When necessary	All school areas accessible for a wheelchair.
Improve the quality of provision for children with specific learning needs.	HT/ SLT	Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs.	£1500	By September 2016	The school experience enhanced for children with specific special needs.
Maintain Safe Access around exterior of school	HT / Premises officer	Ensure that pathways are kept clear of vegetation and are free from obstructions and large and uneven bumps. Make sure grounds maintenance contractors know which areas to prioritise.	To be advised if LA or school responsibility for pathways.	ongoing	Disabled people to move unhindered along exterior pathways
Improvements to help the pupils with hearing loss	HT / Premises officer	Fire alarms fitted with lights to alert pupils with hearing loss.	£2000	By September 2016	People with hearing loss are able to respond to fire alarms independently.

