



Crockham Hill C E Primary School Accessibility Plan

Review Body:	Full Governing Body
Leadership Group Responsibility:	Headteacher
Type of Policy:	Statutory
Review Period:	Every 4 years
Reviewed:	Spring 2023
Next Review:	Spring 2027
	Report on monitoring annually

Approved by the Full Governing Body on 29th March 2023

Single Equality Scheme

This policy will be impact assessed. The following questions will be asked.

What have we found out?

What will we do about it?

This policy supports our values of Resilience, Respect, Empathy and Aspiration. It has been adopted so that all members of our community know the plans we have in place to support all children so they can access as much of our rich Crockham Hill soil as possible. This links to our school vision by recognising a child's individual needs and challenging them to succeed.

RESPECT EMPATHY RESILIENCE ASPIRATION

Introduction

At Crockham Hill C E Primary School our values reflect our commitment to a school where there are high expectations of everyone.

Respect *for each other and the world around them* and to promote equality for all

Empathy working to understand others' points of view and to show we care

Resilience *to keep going in times of change*

Aspiration linked to achievement in personal goals and academic attainment **Self-belief**, to be confident in different situations

Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

In addition, the revised SEN Code of Practice 2015 (DfE & DfH) last updated 30th April 2020, also highlights the requirement for schools to ensure every pupil can access the curriculum by focusing on inclusive practice and removing barriers to learning.

The definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity (ADHD), diabetes, Tourette's or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website.

1. Aims

Crockham Hill C E 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Crockham Hill C E Primary School Accessibility Plan shows how access is to be improved for pupils with disabilities, 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; 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 time frame and reasonable costs;
- 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.

The Crockham Hill C E Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Teaching and Learning Policy

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.

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.

2. Planning

Crockham Hill C E Primary School's Accessibility Plan shows how access is to be improved for pupils with a disability, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practical. The Accessibility Plan will contain relevant and timely actions regarding the following areas:

- **Physical Facilities** – addressing any alterations that may be required to the structure of the building or site to ensure access for pupils, staff, parents and visitors.
- **School Curriculum** – Including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- **Support Services** – access to services within and external to the school to support families where a disability is identified.
- **Awareness** – building awareness to services to staff through training and development and heightening children's awareness of issues related to disability.
- **Communication of information** – how information is communicated with in the school and to wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Crockham Hill C E Primary School

Accessibility Plan

Improving Physical Access / Facilities

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Playground	Replace steep slope with steps	Summer 2023	Low	Capital Budget		HT
2	Disabled parking	Improve signage and make more accessible	2023-24	Medium	Budget		HT

Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Termly monitoring	High	SLT release costs		SLT
2	Interventions	Class Provision maps and PPPs to be updated by CTs termly.	Termly	High	SENDCo release time / CT release time		SENCO All staff
3	Classrooms are organised to promote the participation and independence of all pupils	Learning walks and observations in classrooms to include monitoring.	Termly	High	SLT		SLT
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: PD, SLCN, SPLD, ASD, Dyspraxia	Identify gaps in knowledge and seek external advice if necessary	Ongoing	High	CPD costs		SENCO
6	ICT Access Equipment / Support	Ensure up to date and high-quality ICT support for children with additional needs. Audit of equipment Update of equip.	Summer 2024	Medium	SEND budget		SENCO

Improving Support Services

	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Specialist Support Forums	Attend all LIFT meetings + SENDCo Forums	Ongoing	High	SENDCo release time	Ongoing	SENCO
2	Community Nurse / Early Help	Make appropriate use of School Nurse / Early Help, signposting Parents when necessary.	Ongoing	High	None	Ongoing	SENCO

Improving Awareness

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Disability Awareness Day	To plan annual opportunities for children to learn about a range of disabilities.	Summer 2024	Medium	TBC	TBC	SENCO
2	To continue to challenge stereotyping through curriculum opportunities.	Planning time Subject leaders identifying opportunities i.e. disability sports, inclusive music events.	Ongoing	High	CT/ SL release time	Ongoing	Class Teachers Subject Leaders

Improving Communication of Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	Medium	SENDCo release time	Ongoing	SENDCo