The Croft Primary School

ACCESSIBILITY PLAN 2022 2023

ACCESSIBILITY PLAN- 2022 2023

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Principal, SENCO and Estates manager are accountable for ensuring the implementation, review and reporting on progress of the Accessibility plan over a prescribed period.

1. The Croft Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan short, medium and long term plan ahead of the next review date. This plan was updated in November 2015 to reflect new statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement and support the School's Equality Objectives, and will similarly be published on the school website. We understand that the LA may monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.
3. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
4. The Croft Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
    • Improve access to the **physical environment** of the School, adding specialist facilities as necessary. This covers making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.

    • 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. This covers teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.

    • Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. 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.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

    • Curriculum
    • Equal Opportunities Policy and objectives
    • Staff Development
    • Health & Safety (including off-site safety)
    • Disability Equality Scheme

- Inclusion
- Special Educational Needs
- Behaviour
- School Improvement Plan
- School Brochure and Mission Statement
- Teaching and Learning Policy

8. The Accessibility Plan will be published on the School/WHF website.
9. The Accessibility Plan will be monitored through the Governing Body Curriculum Committee.
10. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010

Issue No: 2   Date: October 2022   Status: Approved   Review Date: November 2023

Accessibility Plan 2022 2023
Improving the physical access

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria

Access to physical environment					
Short term	All staff make classrooms accessible	Maintain system to allow entry for wheel chair users	As necessary	Estates teams/Principal	Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety
Medium term	All staff make classrooms accessible	Ensure all classrooms are organised in accordance with pupil need. On-going training in disability awareness	As necessary	Principal	
Long term	Make entry to all areas more accessible for wheel chair users and others, think beyond the ramp.	Maintain access to all areas during any re-design or extension	Estates teams/Principal	Estates team/principal	Disabled pupils and visitors are able to access all areas of the school
Short term	Improve signage and external access for visually impaired	Replace external light bulbs immediately when blown	As necessary	Estates teams	Safety for the visually impaired is improved within the school environment
Medium term		Review and paint yellow stripes on edges of all external steps	As necessary	Estates team	Access around the school site is improved
Short term	Ensure that all disabled pupils can be safely evacuated	Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils, where and when necessary	As and when necessary	Principal/staff	All disabled children and staff working with them are safe and confident in the event of a fire
Short term	Ensure all fire escape routes are suitable for all and free from obstruction at all times	Review means of escape for disabled pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times	As necessary	Estates teams/Principal/staff	All common facilities are located on the ground level with ramp access, all fire escapes kept clear and pupils have safe exit at all times.

Accessibility Plan 2022 2023
Improving the physical access

Planning area **Access to physical environment**	Targets	Strategies	Timescales	Lead	Success Criteria
Medium term	Disabled bay signage/markings	Keep under review the need for disabled parking	As necessary	Estates team/Principal	Accessible parking bay for disabled staff & visitors
Medium term	Ensure that access to school buildings and site can meet diverse pupils needs	Accessibility & clarity of signs around school Awareness of independent access Clear identification of room functions using pictures to ensure clarity	On-going	Estates teams/Principal/Staff Principal/staff Principal/staff	Access to school buildings and site improved
Medium term	Any redecorating or alterations within the school is sympathetic to the visually impaired	Advice taken re-lighting and colour schemes before any further decorating takes place.	As necessary	Estates team	The school decorates in a way that is sympathetic to the Visually impaired.
Long term	Provision/upgrades of disabled toilets	Disabled toilets accessible for adults and pupils, keep under review and continue to audit disabled toilets as necessary	As necessary or by	Estates teams/Principal	Pupils and adults have access to a disabled toilet with adequate fixtures/fittings
Long term	Any future plans for further development of the building take DDA issues in to account.	Work with surveyors when planning modernisations.	As necessary	Estates team	Where it can be reasonably achieved, the school building continues to be accessible for all.

Accessibility Plan 2022 2023
Improving Access to the Curriculum

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Access to the curriculum Long term	Ensure all Staff and governors have access to specific training on disability/equality issues	Use staff audit to identify training needs and inform professional Development process	Audit staff needs yearly according to new cohort and new entrants	Principal/SENCO	Raised confidence of staff/governors in strategies for differentiation and increased pupil participation from a disability equality perspective
Long term	Ensure all staff are aware of disabled pupils curriculum access	Set up system for information to be shared with appropriate staff (including lunchtime supervisors) Display information relating to individual pupils needs in staffroom	As and when necessary, yearly up dates As and when necessary	Principal/SENCO	All staff aware of individual pupils access needs. All staff are aware of individual care plans for pupils with specific allergies, medical needs
Long term	Ensure all staff are aware of, and able to use, SEN software and resources	Audit all SEN ICT and other resources and make list available to all staff Run individual training sessions on use of SEN resources	Termly	Principal/SENCO/IT team	Wider use of SEN resources in mainstream classes
Long term	Ensure access to computer technology appropriate for pupils with disabilities	ICT plan includes prioritised list for computer technology as required for pupils with disabilities	As required unless needs of pupils in school require immediate action	Principal/SENCO/IT team	Access to appropriate computer technology will be improved for all disabled pupils
Short term	Reflect identified areas of need in lesson planning and delivery On-going programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties. Purchase of resources to increase student participation	Incorporate Quality First teaching into all planning and implement use of key skills books for personalised learning	On-going	Principal/SENCO	Improved access to curriculum for all pupils
Long term	Ensure all policies consider the implications of Disability access	Consider all policies in view of priorities	On-going	Principal/Governors/Estates	Access to all aspects of school life for all students

Accessibility Plan 2022 2023
Improving Access to the Curriculum

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria

Access to the curriculum Long term	Eliminate all discrimination and harassment of disabled pupils/stakeholders	Strict reporting and recording procedures to ensure that pupils/stakeholders with disability are not being bullied or harassed. New staff to be aware of plan through induction	Allocated time system in place monitoring time	Principal/SENCO	Incidents of discrimination and harassment are zero
Long term	Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities	Ensure different communication formats are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/noticeboards/phone calls/text/information sessions	On-going	School Office	The school is enabling pupils to learn and communicate through varied formats that are matching individual needs. The school monitors all communication formats to ensure all stakeholders are able to receive information
Long term	Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disabled sports See disabled sports people to come into school	As required	PE coordinator/The Ridgeway	All to have access to PE and able to excel
Medium term	Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required Dyslexia friendly schools award 2015	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Access to the curriculum Long term	Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties	Employment of specialist support assistants with skills and expertise. Specialists are used to work with pupils or provided training for staff	As necessary	SENCO Principal	Pupils are more able to access the curriculum regardless of their learning difficulties and disabilities. Specialised support and resources are used to meet the needs of children with a disability and special educational needs.
Long term	Heighten awareness of mainstream staff in relation to strategies and procedures employed by speech therapists for SLCD pupils	Provide training in relation to SLCD issues, for all staff	As required	SENCO/Speech therapist/sensory team	Increased confidence of staff in supporting pupils with SLCD needs within mainstream
Long term	Ensure all policies consider the implication of Disability access	Consider all policies in view of priorities	On-going	Governors	Access to all aspects of school life for all pupils
Short term	Monitor how well pupils with disabilities are achieving academically and socially	Identify which pupils with disabilities are SEN and those who are not. Include personalised learning plans, as appropriate. All new staff to be aware of plan through induction	termly	SENCO/KS leads/core coords	Systems in place monitoring academic and social progression and differentiation. Parents/carers are involved in process.

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Access to the curriculum Short term	Ensure all children on schools' SEN register have a provision map in place	Provision map is up to date and forms a key part of the planning and assessing process for all staff	Review every term	SENCO/class teachers	Pupils with SEN are included in their learning of the curriculum. Provision maps in place and highlighted to support the needs of individual children.
Medium term	Promote positive attitudes towards pupils and all others with disabilities	Celebrate and highlight key national/local events such as Paralympics, deaf awareness and learning Disability week. Promote outside visits from disability groups	Yearly calendar	All staff	Pupils are demonstrating that they understand and have a positive attitude towards disability
Long term	Recruitment policy	Ensure recruitment policy considers all appropriate qualified people who have a disability and does not discriminate intentionally or unintentionally	On-going	HR	People who have disabilities are welcome to apply for jobs and are able to state that they have been treated equally, regardless of outcome
Long term	All staff able to deal with emergencies	All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in use of specific medical equipment	On-going/yearly updates	All staff/school nurse	All staff are showing confidence and competency in dealing with emergencies and unforeseen developments

Accessibility Plan 2022 2023
Improving Delivery of written information

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria

Delivery of written information Long term	Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English	During induction	School Office	All parents receive information in a form that they can access
		School office will support and help parents to access information and complete school forms	On-going	School Office	
		Ensure website and all document accessible via the school website can be accessed by visually impaired	Current	School Office/website design team	All parents understand what are the headlines of the school information
Short term	Improve the delivery of information in writing in an appropriate format	Provide suitable enlarged, clear print for pupils with visual impairment	As required	Class staff	Excellent communication
Short term	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going Dyslexia friendly schools award 2015	SENCO	Staff produce their own information
Short term	Annual review information to be as accessible as possible	Develop child friendly personalised learning plan review formats	termly	SENCO/class staff	Staff more aware of pupils preferred method of communication
Long term	Languages other than English to be visible in school	Some welcome signs to be multi-lingual	maintain	EAL co-ordinator	Confidence of parents/Carers to access the child's education
Long term	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, signs language interpreters to be considered and offered if possible.	As required	SENCO	Pupils and/or parents feel supported and included

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Delivery of written information Long term	Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by persons with visual impairment. Ensure Prospectus is available via the school website.	As required	Web site designer, School Office	All can access information about the school