



Cranford C E Primary School

Accessibility Plan

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Committee Chair Signed/Date: <i>H Buckley 4/6/2019</i>		

Scope

This document is applicable to the following:

✓	Parent/s & Carers	✓	Staff	✓	Community
✓	Children	✓	Governors	✓	Volunteers/Visitors
✓	Contracted external support				

Statement

At Cranford Church of England Primary School, our vision and virtues contribute towards our commitment to a school where there are high expectations of everyone. 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 that everyone is recognised for their own 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.

Purpose

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.

This plan is structured to complement and support the school's Equality Objectives and we understand that the school will be monitored under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Cranford 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.

This 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 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; (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.

This 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 Management Policy
- Curriculum Policies
- Emergency Plan
- 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.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Audit of existing provision

1. Curriculum

We believe that we have made good progress in the following areas:

- Liaison with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour, etc).
- Ensuring that detailed pupil information is given to staff, in line with GDPR rules.
- Organising Support Staff deployment to cover a mix of curriculum needs.
- Ensuring that access arrangements are made for End of Key Stage assessments where necessary (extra time, reader, etc.).
- Establishing a bank of specialist resources available to support specific needs.
- Sharing learning objectives in each lesson and making sure that these are clear to the pupils.
- Undertaking annual monitoring and target setting across the curriculum for all pupils.
- Encouraging and supporting the development of clear, well presented visual aids and word walls in many classrooms to support the learning of all.
- Ensuring that school visits and trips are accessible for all pupils
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; techniques to suit all learning styles.
- Raising awareness of disabilities through the PSHE curriculum
- The acceptance of all ability groups as part of the school community.
- Development of mutual support and understanding between colleagues in working with pupils with disabilities

2. Physical Access

- Disabled toilet facility.
- Spaces for small group work and individual work for targeted learners.
- Development of a physical environment that is safe and welcoming.
- Carpeting to facilitate favourable acoustics.
- Sound system in Main Hall.
- Handrails on stairs where necessary.

3. Information Access

- Visual timetables and information supported by signs/symbols for targeted pupils.
- Home-school liaison books for pupils, where needed.
- Effective communication with parents via email, school website, twitter, etc.