

Cranford Park Primary School

Accessibility plan



UN Convention on the Rights of the Child	
Article 23	You have the right to education and care if you have a disability as well as all the rights in this convention, so that you can live a full life

Approved by:

Resources Committee

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school is committed to ensuring equal treatment of all its pupils, employees and any others involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practise and service delivery.

We aim to develop a culture of inclusion and diversity, in which people with disabilities are able to participate fully in school life. The achievement of children with disabilities will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to ensure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan including working with Hampshire County Council.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, pupils, parents and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and 	<p>To ensure all pupils can access on screen resources</p> <p>To adapt the classroom environment for pupils with specific needs</p> <p>Ensure any trips or enhancement activities are always inclusive of pupils with a disability</p>	<p>Teachers to always consider the font size and font style used on powerpoints/activinspires so they are clear to read and aren't overloaded with information (some font styles are less suited to calculations)</p> <p>Consider the colour background used for resources on screen – use a pale colour to stop glare</p> <p>At the end of each unit review the resources provided (are there examples of people with disabilities) and whether it meets the needs of all pupils</p> <p>Ensure the walls and displays do not contribute to sensory overload for pupils</p> <p>Include a section in the planning form to ensure needs of pupils with a disability are considered and actions listed as to how activity can be adapted and those pupils fully included</p>	<p>All class teachers</p> <p>Class teachers and subject leaders</p> <p>Class teacher</p> <p>HT/SENCO</p>	<p>Ongoing</p> <p>At the end of each unit</p> <p>As needed depending on pupils in the class</p> <p>June 2020</p>	<p>All children can access screen resources</p> <p>Children with visual impairments and dyslexic traits find it easier to access resources</p> <p>All children gain maximum impact from feedback and peel away groups</p> <p>Adjustments are made to units</p> <p>Children are calm in the class and can access the displays</p> <p>Pupils with a disability are fully included in all enhancement activities</p>

	<p>are appropriate for pupils with additional needs</p> <ul style="list-style-type: none"> The curriculum is reviewed and adapted to ensure it meets the needs of all pupils 					
		To ensure all children can access remote learning	<p>Make adaptations to visual and audio resources as needed to ensure pupils with hearing or visual impairments can access remote learning</p> <p>Personalize the remote learning for children with SEND e.g. through adjusted timings, 1:1 teaching, adapted resources, read, amber green tasks set.</p>	<p>CTs with support of SENCO</p> <p>CTs and SNAs with support of SENCO</p>	<p>As needed</p> <p>immediate</p>	<p>Pupils with a disability can fully access remote learning</p> <p>Pupils with SEND can access remote learning</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils and staff as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking available • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height <p>Maintain safe access around school site (outside)</p> <p>Maintain safe access around the school (inside)</p>	<p>To check and improve accessibility by wheel chair users</p> <p>All site users, including those with disabilities can move unhindered along exterior pathways</p> <p>People with disabilities can move safely around the school</p>	<p>Monitor and address barriers to wheel chair access around the school site (internal & external) including signage to indicate access routes around the school</p> <p>All pathways to be kept clear of leaves, silt & overgrowing vegetation</p> <p>Awareness of flooring, furniture and layout in planning for disabled pupils and staff</p>	<p>Headteacher, School Business Manager, Caretaker</p> <p>Caretaker & Grounds Maintenance Contractor</p> <p>Headteacher, Caretaker, School Business Manager</p>	<p>In place and ongoing.</p> <p>In place & ongoing</p> <p>In place and ongoing</p>	<p>School will be fully accessible for wheel chair users</p> <p>People with disabilities can move unhindered along exterior pathways</p> <p>People with disabilities can move safely around the school</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	<p>To review and improve pictorial and symbolic representations around the school.</p>	<p>Ensure pictorial and symbolic signs are added to all relevant internal signage</p>	<p>SENCO and Admin assistant</p>	<p>July 2021</p>	<p>All pupils, including those with a disability, can access all relevant signs</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the resources committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy