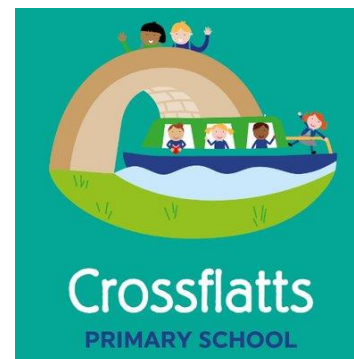


Crossflatts Primary
Policy for School Staff



Accessibility Plan

Approved by the governing body on: 13/11/2020
13-11/2023

To be reviewed on: (3 yearly) _____

Signed on behalf of the governing body: M Morgan

NB. This guidance will be retained for a period of 7 years from replacement.



Crossflatts Primary School Accessibility Policy and Plan



At Crossflatts Primary School our values reflect 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 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.

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 Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

- Crossflatts 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.
- Crossflatts Primary School 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.

Crossflatts 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 Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- 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 will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

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

Approved by Chair of governors -

Date – 13/11/2020

The priorities for the accessibility plan were identified by

- **The Governing body**
- **Headteacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

Priorities	Actions	Person Responsible	Time scale	Cost
Personalised plans made for children with any additional needs to ensure appropriate measures are taken.	HT / SENCO to discuss the individual needs of pupils in line with their own IEP / risk assessment and take appropriate measures to ensure their needs are fully met. If needed meet with parents Use of specialist communication technology.	HT / SENCO	Ongoing	None
Enable wheelchair access to both school levels.	Upper level access through Key Stage 1 double doors. Access to all upper level. Access to lower level through main entrance. Corridors and access points must always be kept clear from obstructions.	All staff Site Manager	Ongoing	None
Close by parking for easier access	To ensure a disabled parking space is available in closest proximity to school entrance.	All staff Site Manager	Ongoing	None
Analysis of current practice and organisation relating to how children with additional needs are accessing the curriculum.	Lesson observations Book Scrutiny Pupil Progress Meetings Meetings with children and parents Analysis of assessment data – data is analysed and action taken to enhance provision and raise standards	SLT All staff	Ongoing	None
Addressing any problems/difficulties with accessibility, swiftly.	Pupil progress meetings Site manager meetings Business and site manager monitoring - Reviews of access to building general and specialist learning areas. Review of equipment, resources, hardware and software Establishing and developing relationships with medical, Speech and Language Therapists and other agencies.	SLT Site Manager Teachers	Ongoing	Costs of any new resources or adaptations

Ensure risk assessments are in place when leaving site	Ensure pre-visit 'recce' with the needs of individuals considered. Sites are visited and their suitability is assessed. Make sure that no child for any reason will be excluded from any part of the visit and make adaptations where needed.	SLT Teachers	Every time a visit is taken out of school	Cost of pre-visit
Improve access to the wider curriculum	Increase participation in after school activities Liaise with supported transport to facilitate after school clubs and boosters Encourage student and parental engagement with trips and visits	SLT Teachers	Ongoing	None
Toilet accessibility	Review of necessary aids to assist pupils.	SLT/SENCO	Ongoing	None
Staff training to ensure that all Teachers and LSA's can meet the needs of children.	At least half termly teacher training from Inclusion team and LSA conferences termly for LSA's as well as any other bespoke training required.	Inclusion team	Ongoing	None
All documentation on website can be accessed by parents	The school will review formats publicised on school website in order to ensure accessibility for all parents including those with English as an additional language.	SLT Admin team	Ongoing	None
Ensure that this plan and template is influenced by the views and aspirations of other stakeholders including; pupils, parents, governors and staff	Liaise with others and integrate their views to enhance the plan, school practice and provision.	SLT	Ongoing	None
Specialists from the authority and trade unions are involved in terms of health and safety and accessibility.	Specialists are welcomed into school and work with site manager and senior staff to make any adaptations to improve provision.	SLT Site Manager	Ongoing	None

A plan of the school buildings, showing the areas of accessibility is shown below.



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First Floor

BLOCK 1

Use all your best thinking skills to figure out answers to the essay prompt manager at any department.

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