



## **Crossacres Primary Academy Accessibility Policy and Plan**

### **Introduction**

From 1 October 2010, 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 their sex, race, disability, religion or belief and sexual orientation."

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. The plan is structured to complement and support the school's Equality Objectives. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors paying due regard to 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 Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

**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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame.

**Improve 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

**Improve access of information** to pupils, staff, parents/carers and visitors with disabilities; we are required to resource, implement and review our Accessibility Plan as necessary. This plan will be monitored and evaluated by the Monitoring the Delivery of Teaching and Learning Committee of the Governing Body.

## **Definition**

The definition of disability under the law is a wide one. A disabled person is someone who has a

'Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities'

The definition includes people with a hearing or visual impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

Access to this plan:

This plan will be on the school website and will be made available upon request to any current parent/carer or prospective parent/carer who requests it. We will also give this plan to any parent/carer of a disabled child who makes an enquiry about a place for their child at the school.

This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with all staff and will inform relevant aspects of the school improvement plan.

## **Access to the Physical Environment**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Staff trained to deal with complex medical needs of some pupils	Identify training needs and arrange for medical staff to come in	Ongoing	SENCO	Raised confidence of staff
Support from Specialist schools to write risk assessments and access plans for disabled pupils	Complete forms to access support from Specialist schools	Ongoing	SENCO	Increased accessibility for disabled pupils
Check staff job descriptions to ensure meeting the medical needs of pupils is included	Audit job descriptions	Ongoing	Headteacher	Staff clear of their responsibilities
Ensure adequate disabled parking spaces are	Audit of car park and entrance into school	September 2013	Site Manager/Headteacher	Enough disabled spaces and

available and access into school is level				easy access into school building
Ensure specialist furniture/resources are available when necessary	Audit current resources/furniture	Ongoing	SENCO/admin staff	Specialist resources available for pupils who require them

### **Access to the Curriculum**

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
Prior to entry to the school ensure all information is full and correct relating to pupil's individual needs (e.g. dietary needs, specific special needs/disability) to ensure appropriate planning and support is provided thereby promoting accessibility and inclusion	Form sent to new parents and returned to school prior to child starting. SENCO informed of any special requirements. Meetings held with parents/professionals when needed	Spring Term each year (for nursery). Ongoing for rest of school	Admin staff	All support in place when child joins the school
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher/Deputy Head	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of IEP's for disabled children when appropriate. Share information with all agencies involved with each child	In place September 2014	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to	Ensure venues and means of transport are vetted for	Ongoing	Headteacher / SENCO/class teachers	All pupils are able to access all school trips

all pupils	suitability. Develop guidance on making trips accessible			and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Summer term 2014	SENCO & PE Co-ordinator	All pupils have access to PE and are able to excel
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Autumn term 2014	SENCO & Headteacher/Co-ordinators	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of School Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.
Develop links with a special school	Work towards working closely with the co-located special school. Consider sharing INSET opportunities. Existing link with PRU	Spring term 2014	SENCO / Headteacher	Increased understanding of the opportunities available to the children

### **Access to Written Information**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Ensure pupils with visual impairment can access work	Increase size of font and page layout	Ongoing	SENCO/class teacher	
Ensure books available in school library with large font	Audit library books	Autumn 2014	Library Coordinator	
Review information to parents/carers to ensure it is accessible	Consult parents/carers about access needs when child is admitted to school. Review all letters home to check	Ongoing	Headteacher/admin staff/SENCO	All parents receive information in a format that is accessible e.g. large print

	<p>that they are written in plain English</p> <p>Produce newsletter in alternative formats e.g. large print, Braille according to need</p>			
<p>Use interpreters to communicate essential information to parents/carers who are deaf/dumb or who have English as an additional language and who may also not be literate in their main language</p>	<p>Have list of interpreters in school</p>	<p>Ongoing</p>	<p>SENCO</p>	<p>All parents are able to access and understand information</p>