

Accessibility Plan

CROWLEES CE J&I SCHOOL



Approved by: Health & Safety Governor
SEND Governor

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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.

Crowlees mission statement:

Our school is a place where happy memories are made. Each child is safe, cared for and learns to care for others; is valued for being themselves; is supported in learning to make the right decisions and challenged to be the best they can be.

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, such as Kirklees Local Authority and the Leeds Diocese of Education.

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

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils with high expectations for all pupils, individual targets and Quality First Teaching.</p> <p>All lessons provide opportunities for all pupils to achieve.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Staff feel confident to meet the needs of all children, they have the resources they need.</p> <p>All pupils have equal access to the curriculum</p> <p>All pupils equally valued</p> <p>All pupils able to participate in learning</p> <p>All pupils enabled to progress</p> <p>Barriers to learning mitigated as much as possible</p>	<p>Update existing staff and train new staff on resources in school to enable equal access for all</p> <p>Audit resources to ensure all pupils enabled to learn</p> <p>Monitor progress of SEND pupils- remove barriers to learning</p>	<p>SENCO</p> <p>SENCO</p> <p>HT SENCO</p>	<p>ongoing-audit termly</p> <p>termly</p>	<p>All pupils can access curriculum – making good progress and attainment in all subjects</p> <p>Equipment/resources remove barriers to learning</p> <p>Evidence is visible in books, learning walks and lesson observations.</p> <p>All children achieve to their best potential.</p>

	Relevant policies in place	A range of policies in place and a programme of review which includes Governor input and approval. Staff updated on policies. Key policies available via the website	Rolling programme of review or changes made as the need arises.	HT DHT SLT Governing Body	Ongoing	School policies reflect good practice and conform to statutory guidelines.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	<p>SENCO leads regular staff meetings to update staff on resources, interventions and advice.</p> <p>SENCO offers advice and support to teachers and support staff to share good practice and offer advice.</p> <p>SENCO liaises closely with staff who need additional support of guidance</p>	<p>Staff meeting time allocated to SEN</p> <p>As the need arises</p>	SENCO	Ongoing	Staff are confident they are meeting the needs of children who require additional support to access the curriculum
Increase access to the curriculum for pupils with a disability (cont'd)	Curriculum progress is tracked for all pupils, including those with a disability	<p>Team meetings to discuss pupil progress and interventions</p> <p>Discuss and track progress and ensure</p>	Termly meetings	<p>Teaching staff</p> <p>Teaching staff Support Staff</p>	Termly	<p>Analysis of provision maps/ reviews</p> <p>Data analysis Pupil progress</p>

		<p>provision is in place for all groups of children</p> <p>Provision reviews.</p> <p>Individual learning plan/ My Support Plan/ Pupil Passport review meetings</p>		<p>Teaching staff</p> <p>SENCO</p> <p>Parents</p> <p>Pupils (if appropriate)</p>		<p>Provision/ intervention is then adapted as necessary when under performance is identified</p>
<p>Increase access to the curriculum for pupils with a disability (cont'd)</p>	<p>Provide auxiliary aids/ resources to support learning</p> <p>We increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This includes the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.</p>	<p>SENCO to liaise with outside agencies and use expertise to meet the needs of specific children</p> <p>On obtaining this advice, school will provide sloped writing boards, move n sit cushion, pencil grip, coloured overlays etc. Track usage, ensure staff are aware of resources and replenish when necessary</p>	<p>As required</p>	<p>SENCO</p>	<p>As the need arises</p>	<p>Children are using additional resources to support learning and are therefore fully included in all activities.</p>
	<p>Ensure extra curricular activities are accessible for all children.</p> <p>We increase access to the curriculum for pupils with a disability, expanding and making</p>	<p>A range of after school activities include (for example) Netball club, running club, Environmental club, Ukelele club, in addition to a full range of</p>	<p>Half termly</p>	<p>Teachers</p>	<p>Half termly</p>	<p>All children can access extra-curricular activities and enjoy them</p>

	<p>reasonable adjustments to 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.</p>	<p>sporting events.</p> <p>Clubs are charged at a minimal fee, with proceeds going to school funds to buy further resources for the children to enjoy.</p>				
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted wherever possible, to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Chairs/cushions <p>We improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the</p>	<p>Pupils with any SEND are able to access whole school/playground environment easily and safely</p>	<p>audit accessibility as part of termly H&S inspections</p>	<p>SMB/caretaker</p>	<p>Termly</p>	<p>All pupils equal access to learning areas.</p>

	physical environment of the school and physical aids to access education.					
	<p>To ensure corridors and classrooms are clutter free.</p> <p>In line with Health and Safety guidelines, Corridors are:</p> <ul style="list-style-type: none"> Kept clutter free Displays are kept to allocated display boards Cupboards, shelving or storage units are used to store resources, where possible. 	<p>Health and safety is on the agenda for SLT & governing body meetings</p> <p>Issues reported to HT & SBM as soon as they arise</p>	As the need arises	HT SLT SBM	As the need arises	<p>Corridors provide enough space for a large volume of children to enter/ exit the building</p> <p>Issues with H&S reported & issues dealt with swiftly.</p>
Improve and maintain access to the physical environment (cont'd)	To ensure that any future building development complies with the Equality Act Objectives	Meetings between HT / Site manager/ Kirklees representatives	As required	HT Caretaker Kirklees representatives	As required	All buildings accessible to all
Improve the delivery of information to pupils with a disability	<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 	<p>All pupils have equal access to the curriculum</p> <p>All pupils' participation is equally valued and expected</p>	<p>Ensure resources in place for SEND pupils</p> <p>Replace resource when necessary</p>	SENCO	Termly	<p>All pupils can access curriculum – making good progress and attainment in all subjects</p> <p>Equipment/resources remove barriers to</p>

	<ul style="list-style-type: none"> • Pictorial or symbolic representations • Reading overlays • Coloured worksheets/power points 	<p>All pupils able to participate in learning</p> <p>All pupils enabled to progress</p> <p>Barriers to learning mitigated as much as possible</p>				learning
Improve the delivery of information to parents	<p>To provide parents with information about activities and events within school</p> <p>We improve and make reasonable adjustments to 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 time frame.</p>	<p>Text message system for reminders or information</p> <p>'Ping' mobile phone alerts to parents, with letters and messages – paper copies for parents who do not have access to 'Ping'</p> <p>'Parentpay' system</p> <p>Newsletters</p>	On going	Office staff	Ongoing	Parents feel well informed of activities in school
	<p>To provide formal feedback to parents on children's progress. This includes verbal and written</p>	<p>Written reports to parents, with key achievements in Reading, Writing, Maths</p>	Termly (Autumn 2 nd , Spring 2 nd , Summer 2 nd)	Class teachers	3x per year	Parents are clear on children's attainment and targets

		<p>as well as General comments about their achievements.</p> <p>Teacher assessments of attainment and effort grades are sent out with these reports</p> <p>2 Parents' Evenings per Year</p>	Autumn 2 nd & Spring 2 nd		2 x per year	throughout the year
Improve the delivery of information to parents (cont'd)	<p>To provide additional curriculum information on key areas e.g. Parents' information evenings such as:</p> <p>SATs, Tapestry, Maths teaching, Online safety, Reading</p>	<p>Planned events for parents to come in to school and share learning with children with additional vents to share curriculum development and teaching.</p>	Throughout the year	<p>HT</p> <p>DHT</p> <p>Teachers</p> <p>Curriculum leaders</p>	As the need arises	<p>Parents feel well informed about how we teach at Crowlees CE (C) J & I School</p>
	<p>To provide information about SEND</p>	<p>SEND Policy & information Report available on the school website</p> <p>SEND policy and information report updated and shared with governors annually, in line with a rolling programme</p>	As required	<p>HT</p> <p>SENCO</p> <p>Governors</p>	Annually	<p>Parents can easily access information about SEND</p> <p>Specific information is shared with parents when necessary</p> <p>Parents attend meetings in school regarding their child's</p>

		Parents of children with additional needs have specific information shared and regular meetings with class teacher, SENCO and/or external agencies if necessary				additional needs
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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 Governor with responsibility for health and Safety and the Governor with responsibility for SEND

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) Policy & Information report
- Supporting pupils with medical conditions policy

