

Accessibility Plan for Croyland Primary School 2019 - 2022

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

Croyland Primary School prides itself in its inclusive ethos and our practice is recognized through our achievement of the inclusion quality mark (twice over) and, Northamptonshire Local Authority.

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.

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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum (and understanding of disability) for pupils with a disability</p>	<p>Personalised curriculum for children with specialist needs.</p> <p>Teacher with dyslexia expertise providing and supporting the outcomes of dyslexia assessments, to ensure access to the curriculum.</p> <p>Communication in Print used by S & L pupils to ensure access to the curriculum.</p> <p>Lead staff member supporting Pupil wellbeing as a whole school agenda ensuring its place in the curriculum and school day.</p> <p>Engagement in special days - increasing awareness of disabilities – Yellow day, Up and Downs, Diabetes visible/nonvisible.</p> <p>PHSE lessons led by pupils with individual disabilities e.g. diabetes (Diabetes good practice award)</p>	<p>Short-term</p> <p>Increase visitor opportunities for role models of children with disabilities (This is me and be proud!!)</p> <p>Increase awareness of the “disabilities – visible and hidden” - through awareness days e.g. ups and downs, diabetes awareness</p>	<p>Planning for PHSE on a termly cycle. - Julia Greensmith/Gil I Sawford</p> <p>Ensure relevant awareness opportunities are built into the school calendar of events to ensure whole school involvement.</p>	<p>PHSE Team</p> <p>Lucy Deakin, Karen Jeffs, Debbie Thacker, Fran Jardine, parents of children with disabilities.</p>	<p>Continuous response.</p>	<p>Increased number of visitors - role models as part of PHSE enrichment.</p> <p>Calendar celebration of Diabetes, Autism, Down Syndrome Awareness days and others that are relevant to the school community as the cohort changes.</p>

	<p>Pupil support as part of their personalised Curriculum in understanding their disability - and sharing this with their peers. GS – Autism.</p> <p>Displays involve sensory aspect, touch, sight and hearing (talk tins).</p> <p>Risk assessments are conducted for pupils with a short-term disability to enable a safe return to school.</p> <p>Inclusive practice to all educational visits with specific risk assessments made to ensure pupil inclusion.</p> <p>All staff are covered by business insurance to enable pupils to travel to enrichment opportunities who are unable to access a coach.</p> <p>Pupils with disabilities are supported to attend residential and trips.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>Disabled shower unit and self-care facilities.</p> <p>Disabled toilets available to Key Stage 1 & 2.</p> <p>Double door access to all main entry and exit points.</p> <p>Ramp access to all entry and exit points.</p> <p>Car parking facility for disabled parking and barrier code availability.</p>	<p>Short-term</p> <p>Ensure disabled parking markings are refreshed as and when required</p> <p>Long-term</p> <p>Enlarge access to front</p>	<p>Painting of car parking lines – making areas clear within Premises Development Plan.</p> <p>We have a design in place. However it demands a</p>	<p>Jason Dalby and Denise Layer – Site Manger and School Business Manager.</p> <p>Jason Dalby</p>	<p>Summer 2019 - with repainting as and when required,</p> <p>2022 – desired,</p>	<p>It is evident to all stake holders within the school community that the school environment is maintained, developed and improved to support visible and non – visible disabilities.</p>

	<p>Low level reception desk for pupils, parents and visitors.</p> <p>Sensory room/Blue Room that provides Wellbeing containment.</p>	<p>of school foyer and reception to create greater space for parents with disabilities, to wait comfortably (emotional wellbeing)</p>	<p>significant budget carry forward. This is a large scale project that we intending to do and some point in the future.</p>	<p>and Denise Layer – Site Manger and School Business Manager – with consultation from Headteacher and Finance Committee.</p>		<p>Parents are positive in their communication about school, in supporting their accessibility to the school site.</p>
<p>Improve the delivery of information to pupils/parents with a disability/need</p>	<p>School employs interpreters for deaf parents for school events and parents evening.</p> <p>Trained use of PECS system to support pupil communication.</p> <p>School uses Deaf Connect to ensure parental text messaging and support for those with hearing difficulties.</p> <p>Google translate button added to website to support language acquisition.</p> <p>Braille access signage around the school.</p> <p>University College London and Northampton Hospital for training</p>	<p>Short-term</p> <p>To collate a register of parents with disabilities to enable us to be proactive rather than reactive to school events, so that parents don't need to reiterate their disabilities to every new teacher/leader and support for them becomes embedded into the daily running of the school.</p>	<p>Headteacher and School Secretary to create and maintain a school register of parents with disabilities that impact on their support to their child, engagement in school activities and access to the school site.</p> <p>Information to be shared with teacher on</p>	<p>Headteacher and Debbie Thacker - School secretary</p>	<p>Continuous response</p>	<p>Parents are positive in their communication about school, in supporting their accessibility to the school site.</p>

	regarding diabetes.		receiving new classes so this information does not have to be continually shared by the parents – but they trust school to have communicated it.			
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<p>For information:</p> <p>Strategic Management of Accessibility – in addition to the three core foci above.</p>	<p>Established Systems/Practice:</p> <p>Leadership of Inclusion with an appointed member of staff to ensure all EHCP's are met.</p> <p>Integrated working with NHS e.g. occupational health providing chairs, pen holds, foot mounts as required.</p> <p>Staff with specialisms to support children with particular needs e.g. epilepsy, diabetes, visual and hearing impairment and speech and language.</p> <p>Working with internal school providers e.g. Caterlink to ensure all dietary needs are met e.g. coeliac, diabetes, versus pupil's entitlement to free school meals.</p> <p>Strategic working with school nurses for advice as required, school nurses invited to parents evening, twice a year, for parental advice.</p> <p>Appointed leader for supporting pupils with medical needs and leadership time allocated.</p> <p>New intake: close collaboration with all providers to ensure that needs for new children are prepared prior to their entry into school.</p> <p>Staff training to respond to the needs of new intake and revisit for the needs of the children who are currently in the school.</p> <p>An appointed governor to oversee this plan and Equality Duty to ensure children/parents/visitors that are registered with a disability are provided for and that school is doing all it can to support visible and non-visible disabilities.</p>
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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 monitored by an identified member of the Governing Body in conjunction with the Headteacher.

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
- Inclusion Policy
- Supporting pupils with medical conditions policy