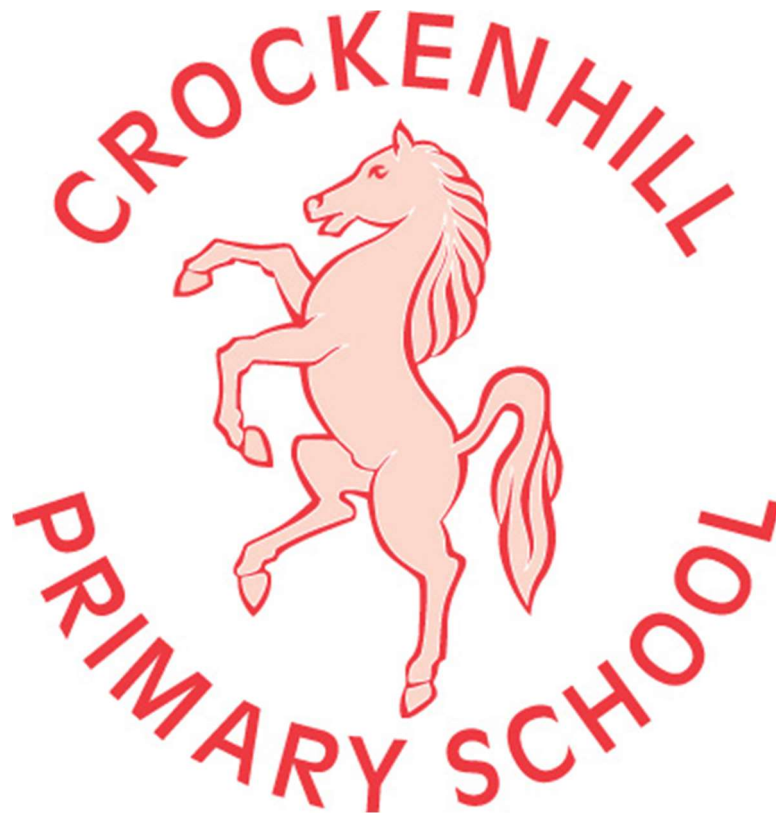


# Crockenhill Primary School



*Learning together. Working together. Achieving together.*

## **Accessibility Plan 2024 - 2027**

**Published – September 2024  
Date for review – July 2027**

At Crockenhill 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 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.

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**

Crockenhill 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.

The Accessibility Plan shows how access can 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 Plan relates to the key aspects of physical environment, support services, awareness and Communication of 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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Full Governing Body (FGB).

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Deputy Head**
- **SENCO**

- Premises

A plan of the school buildings is kept in the school office with this plan.

Physical access audit and plan					
Item	Issue	Yes	No	N/A	Action
1	Are your buildings adapted to ensure the majority of the areas are physically accessible?	X			
2	Are pathways and routes logical and well signed?	X			
3	Do you have emergency and evacuation procedures to alert all students?	X			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	X			
5	Do furniture layouts allow easy movement for students with disabilities?	X			
6	Are quiet rooms/calming rooms available to children who need this facility?	x			
7	Are car parking spaces reserved for disabled people near the main entrance?	X			
8	Are there any barriers to easy movement around the site and to the main entrance?	X			
9	Are steps needed for access to the main entrance?			X	
10	Do all steps have contrasting edging?		X		Partially complete. To be actioned
11	Is there a continuous handrail on each ramp and stair flight and landing?	X			
12	Is it possible for a wheelchair user to get through the principal door unaided?	X			

13	Do all internal doors allow a wheelchair user to get through unaided?		X (high handles on one door to prevent young children leaving classroom)		
14	Do all the corridors have a clear, unobstructed width of 1.2m?	X			
15	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	X			Any hearing impaired children would be accompanied and would be visually notified.
16	Is a hearing induction loop available (either fixed or portable) in the school?	X			Available in KS2 classrooms. Not currently in use. Training needed.

### Curriculum access audit and plan

Item	Issue	Yes	No	N/A	Action
1	Do staff have high aspirations and expectations of pupils/students with SEND?	X			
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people?	X			Training is reviewed annually or when needs arise. Courses will be booked when available. In house training provided.
3	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	X			
4	Are all children and young people encouraged to take part in music, drama, trips and physical activities?	X			

5	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X			
6	Do you ensure that homework and home learning is accessible? E.g – online or hard copies available.	X			
7	Do you provide access to appropriate technology for those with disabilities?	X			Specific resources available, dependant on pupils needs.
8	Are cover staff including supply teachers, clear about the additional needs of pupils and how to meet their needs?	X			Class files to contain specific pupil information regarding additional needs. Verbal conversations prior to the cover staff working with classes, where possible take place.

### Information access and audit plan

Item	Issue	Yes	No	N/A	Action
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	X			Specific resources will be allocated based on individual need. To be considered and developed.

Item	Issue	Yes	No	N/A	Action
2	Do you have the facilities such as ICT to produce written information in different formats?	X			
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	X			
4	Do you share information and signpost parents and families to outside agency support or government support, when needed?	X			
5	Do you hold review meetings at times when parents are able to attend?	X			