

Accessibility Plan

Crays Hill Primary School



Crays Hill
Primary School

"Learning, Safety and Respect for all"

Approved by: LGB

Date: March 2024

Last reviewed on: 11.3.24

Next review due by: March 2027



BERLESDUNA
ACADEMY TRUST

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan.....	3
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	7

.....

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.

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.

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

KEY ISSUE	ACTION	STRATEGY	TIME FRAME	RESPONSIBLE
Improving Curriculum Access	All pupils have appropriate access to all areas of the curriculum.	Staff training in differentiating the curriculum.	On-going	All Staff
		Staff training in needs awareness.	On-going	All Staff
		Individual Care Plans, One Page Profiles, individual targets including assessment of equipment and resources such as visual aids or 1 to 1 support.	As required	SENCO, Headteacher, Class Teacher
		Access to online planning tools and resources.	On-going	All Staff
		Information sharing relating to the needs and disabilities of individuals. (staff meeting, pupil SEN files, outside agencies and policy information)	On-going	All Staff
		Relevant use of resources such as ICT software or equipment.	On-going	All Staff
		Information gathering and review in particular on accessible PE.	On-going	PE Co-Ordinator, Class Teachers
	All pupils have access to extra-curricular activities.	Assessment to ensure the provision of after school clubs and activities is fully inclusive.	On-going	Headteacher
	All pupils have access to off-site activities including sports, educational visits and cultural events.	Staff training in needs awareness.	On-going	All Staff
		Staff training and guidance in planning making events accessible and inclusive.	On-going	All Staff
Risk assessment.		On-going	Headteacher, Class Teacher, Support Staff	
Implement and deliver effective Learning Support Policy	Educational visits Policy	Annual Review	Headteacher	
	Staff training in effective learning support.	On-going	SENCO, Headteacher, Class Teacher	

KEY ISSUE	ACTION	STRATEGY	TIME FRAME	RESPONSIBLE
	Classrooms optimally promote participation and independence of all pupils.	Review and implement a layout of furniture and equipment to support the learning of all pupils, in particular those with disabilities.	On-going	Headteacher, SENCO, Class Teacher
Improving Access to the Physical Environment	The school as a whole are aware of the accessibility needs of disabled pupils, staff, governors, parents, carers and visitors.	Access plans created for individuals. (Part of the Individual Care Plans/EHCP). Review of access needs of prospective staff/governors.	As required On induction	Headteacher, SENCO, Governors. Headteacher, SENCO, Chair of Governors
	The layout of the school allows access to all pupils to all areas.	Review of current site usage and layout and redesign as required by assessing and meeting the needs of individuals.	As required	Headteacher, SENCO, Chair of Governors
	Playground equipment relevant to all children including those with a disability.	Review current facilities and install as required further equipment to ensure inclusivity without discrimination.	On-going	Headteacher, Operations manager
	Signage and external access meets the needs of visually impaired users of the school site.	Review current arrangements and install yellow strips, braille signage as appropriate.	As required	Operations manager
	Office and meeting areas optimally promote effective participation of all staff and visitors	Review and implement a layout of furniture and equipment to support the needs of staff and visitors, in particular those with disabilities.	On-going	Headteacher, Operations manager
	All disabled users of the school site are able to be evacuated safely in the event of an emergency such as sounding of the fire alarm.	PEEPS are in place for individuals.	As required	Headteacher, SENCO, Class Teacher, Operations manager, Governors.
	All fire escape routes are suitable for disabled users.	Review of fire evacuation routes and procedures and modify as required.	Annually and as required for new service users.	Headteacher, Operations manager, Chair of Governors

KEY ISSUE	ACTION	STRATEGY	TIME FRAME	RESPONSIBLE
	Adequate comfort facilities are available for staffs which are accessible.	Review and implement a layout of furniture and use of the available rooms to support the needs of staff, in particular those with disabilities.	As required	Headteacher, Operations manager , Governors.
Improving Written Information	All information including written information for pupils is available in alternative formats.	Review current visual information with support from professionals such as ECTU and implement appropriate alternatives as appropriate to the individuals.	On-going	Headteacher, SENCO, Class Teacher.
	All information including written information for staff, parents/carers, governors and visitors is available in alternative formats.	Review current visual information with support from professionals and implement appropriate alternatives as appropriate to the individuals.	On-going	Headteacher, Operations manager , Governors.
	All staff are aware of guidance on accessible formats.	Information on dyslexia and accessibility available to staff.	On-going	Headteacher, SENCO
	Staff with disabilities are able to effectively perform their duties with adequate support and resources.	Review, assess and acquire as appropriate of software and other aids or resources are available for individual staff to use.	As required.	Headteacher, Operations manager , Governors.

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 Governing Body](#).

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy and risk assessments
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	one	none	NA	NA
Corridor access	Front of school corridor Back of school corridor	None	-	-
Lifts	None	-	-	-
Parking bays	Disabled bays in front and back car park	None	HT	Ongoing
Entrances	Entrances to front and back of school.	None	HT	-
Ramps	Ramp to front entrance Ramp to Class 3	Ensure clear and well maintained	HT, SBM, Caretaking team	Ongoing
Toilets	KS1 toilets	Ensure well-resourced and maintained	HT, SBM, Caretaking team	Ongoing

	<p>Ks2 toilets</p> <p>Designated disabled toilet</p> <p>2 x staff toilets</p> <p>Kitchen staff toilet</p>			
Reception area	<p>Wide corridor</p> <p>Ramp to entrance</p>	Ensure well-resourced and maintained	HT, SBM, Caretaking team	Ongoing
Emergency escape routes	Well signposted around school.	Regular checks to ensure that none are missing	SBM	Half termly