



Policy: ACCESSIBILITY PLAN

St Crispin's CP Infant School, Westgate-on-Sea

Statutory: Yes

Last Review: Summer 2016

Next Review: Summer 2019

Signed.....

Chairman of the Governors

Date.....

Signed.....

Headteacher

Date.....



St Crispin's CP Infant School

Accessibility Plan 2016-2019

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. 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.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Crispin's CP Infant School the Accessibility Plan will be monitored by the SENCo and evaluated by the relevant Governors' committee.

At St Crispin's CP Infant School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents/carers, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. 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.
3. St Crispin's CP Infant School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers, volunteers 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.
4. The Accessibility Plan shows how access is to be improved for disabled pupils, staff, volunteers and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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 timeframe;
 - Improve and maintain 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 timeframe;
 - Improve the delivery of **written information** to pupils, staff, parents/carers 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 timeframe.

5. The St Crispin's CP Infant School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Asset Management Plan
 - Behaviour Management Policy
 - Curriculum Policy
 - Emergency Management Plan
 - Equal Opportunities Policy
 - Health & Safety Policy
 - Equality Plan
 - School Prospectus
 - School Improvement Plan
 - Special Educational Needs Policy
 - CPD plans

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The Accessibility Plan will be published on the school website.
11. The Accessibility Plan will be monitored through the Governor Finance and Premises Committee
12. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
13. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Recent Improvements

Date	Improvement
July 2012	Lower rail fitted to stairs into the hall for pupil with Pseudocondraplasia
July 2012	Breezi chairs resourced
September 2012	Child's toilet seat purchased and a bespoke step made for children to access disabled toilet when necessary.
October 2012	Researched funding and feasibility of putting in a lift to access the hall.
January 2013	Adapted classroom practice to meet the needs of child with Irlen Syndrome
September 2013 - present	Awareness raising for adults working at and for the school with regard to the importance of using a range of communication systems according to individual need, including training in using Signed Supported English.
July 2013	A lift has been installed in the hall to enable wheelchair users to access all areas of the school.
On going	Close monitoring of the New National Curriculum ensures inclusive and differentiated activities take place.
July 2013	Two classrooms in Key Stage 1 have had their entrance doors and pupil toilet doors widened, so there is easier

	access for wheelchair users.
July 2013	Two classrooms in Key Stage 1 have had the light switches lowered and the toilet taps changed.
January 2014	Specialist PE equipment has been purchased to enable pupils with physical disabilities to access the PE curriculum.
June 2016	Training for Physical Interventions has been supplied to 4 Teaching Assistance (Sensory Circuits), to enable pupils with disabilities to access all physical activities.
July 2014	Playground levelling and resurfacing to allow safe and inclusive games at break times.
July 2015	Playing field levelling and re grassing to allow safe and inclusive games at break times and PE sessions.
March 2016	New hall sound system installed which includes radio aid transmitters

St Crispin's CP Infant School Accessibility Plan 2013-2016 Improving curriculum access

Target	Strategy	Outcome	Timescale	Responsibility	Review
Monitor CPD ensuring all staff have relevant training to meet the needs of the pupils with SEN and disabilities in their class and the school.	CPD leader and AENCo to liaise regarding the pupils in the school with SEN and disabilities. CPD leader to source and arrange training as required.	All staff have up to date and relevant training to meet the needs of all pupils in the school.	Annually	SENCo CPD leader	Monitoring of CPD from 2013 – 2016 shows all staff are able to meet the needs of pupils with SEND.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation.	All pupils have equal opportunities	Ongoing	Headteacher Deputy Head	Extra-curricular activities are well planned and accessible to all pupils. If a pupil has a specific need the school

					will put provision in place to ensure they can access the activity.
Classrooms are optimally organised to promote the participation and independence of all pupils.	To review classroom furniture and layout of each room	Classrooms will have furniture which is safe, modern and suitable for the age and needs of the pupils	Over a period of years subject to budget – annual review	Headteacher Governors	Updating furniture within all classes is ongoing, however classrooms furniture is safe and suitable for the needs of the pupils.
All pupils with SEN and disabilities have access to specialised equipment, aids and resources to access the curriculum.	Review and replace resources as required. Purchase equipment recommended for individual pupils and or work with outside agencies to source equipment or funding to do this.	All pupils have appropriate resources to enable them to access the curriculum.	Ongoing	SENCo	All pupils have appropriate resources and new resources are continuously trialled.
Teaching Assistants allocated to classes to ensure the needs of pupils with disabilities are met.	Teaching Assistant allocation is reviewed seasonally based upon the needs of each class. Teaching Assistants are recruited ensuring their knowledge and skills match the needs of the pupils.	Pupil needs are appropriately met through effective deployment of skilled support staff whilst encouraging independence.	Ongoing	SLT	TAs receive CPD training fortnightly to ensure they are upskilled and able to support a wide range of needs. The focus has been upskilling staff in ASD, including a

					member of staff becoming an ASD Champion and staff and pupils being training in British Sign Language
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St Crispin's CP Infant School Accessibility Plan 2013-2016 Improving Physical Access

The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health and Safety issues may necessitate more prompt action.

Location	Item to improve physical access	Action	Timescale	Responsibility	Review
School entrance and car park	Disabled parking space and link to pedestrian entrance	The tarmac to be levelled to meet disability requirements	Summer 2013	KCC	Tarmac is levelled and markings for disabled parking is clear
Outside areas	Eco garden and play apparatus	Add a slope to the access or replace the steps with a slope.	Long term	School	Wheel chair access is gained via large steps to the play apparatus and ECO garden. This is still to be completed
Playground	Resurface areas of the playground that are breaking up	Site Manager to repair in the short term but will need resurfacing long term.	Summer 2013 As identified through H&S monitoring	School	The playground has been levelled, resurfaced and new markings have been added.
Hall	Alternative access to the hall other than steps	A lift to be installed on the stage to allow access to the lower floor of the hall.	Summer 2013	KCC	Lift has been installed
Classrooms	Switches and door furniture	Switches and door furniture to have a contrasting colour to improve visibility	Classes 6 and 7 summer 2013.	School	This has been completed
	Access to classrooms 8 and 9	A lift to get down the stairs in classes 8 and 9.	Long term	KCC	

	Widen doorways and replace doors.	Internal doorways to be widened and doors replaced with doors which have visibility panels.	Classes 6 and 7 summer 2013	KCC	
	Sink taps to be lever	Taps in the classrooms to be replaced with lever taps.	Classes 6 and 7 summer 2013 Others as they need replacing Long term	School	
	Sound field systems	The installation of sound field systems supporting children with hearing loss including those with glue ear.		School	A sound field system is not currently financially viable
Toilets	Cubicles enlarged to allow wheelchair access.	Small half door to be moved to the place of the external door and a small wash basin to be put in the cubicle.	Classes 6 and 7 summer 2013	KCC	This has been completed
Corridors	Clear clutter to reduce trip hazards	Spaces between classrooms and walkways to be monitored regularly for trip hazards. If identified, area to be decluttered.	Ongoing	All staff	This has improved and will be monitored

St Crispin's CP Infant School Accessibility Plan 2013-2016 Improving the delivery of written information

Target	Strategy	Outcome	Timescale	Responsibility	Review
Provide information in a variety of formats to meet the needs of all stake holders.	Review all documentation and written communication and find ways of producing it in other formats to meet the needs of all. Seek advice from LA personnel in how to translate information and produce it in other formats.	All appropriate school information available for all through hard copy and website. The school will be able to provide written information in different formats when required for individual purposes such as use of symbols/ large print / contrasting colours/ through augmentative communication technology,	On-going	Headteacher Office Staff	This is ongoing and will be constantly monitored
Supporting families where there are learning disabilities.	FLO to make herself available to families where there are known reading difficulties.	All families aware of information enabling pupils to fully participate in activities.	On-going	Teachers FLO	This is ongoing and will be constantly monitored
Raise the awareness of adults working at and for the school on the importance of using a range of communication systems according to	Monitor and review training in signing, communication in print, alternative recording methods using ICT	All pupils and adults able to access school provision.	On-going	SENCo CPD co-ordinator	Training in British Sign Language (BSL) and communication in print is ongoing. Both are

individual need					becoming embedded within the school
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St Crispin's CP Infant School Accessibility Plan 2016-2019

Improving curriculum access

Outcome	Action	Timescale	Responsibility	Review
To review all statutory policies to ensure that they continue to reflect inclusive practice and procedures	Review policies and monitor how they impact on pupils Ensure all school statutory policies comply with the relevant government acts	Ongoing	Deputy Head/SENCo Headteacher Governors	
Continue to train staff on relevant aspects of SEND	Review the needs of new intake with specific needs, provide training and support. Share good practice	Ongoing	Deputy Head/SENCo Teachers Teaching Assistants	
To identify new pupils who may need additional/different provision	Liaise with nursery providers to review potential intakes Arrange transition action plan meetings for pupils with specific needs Employ or deploy suitable staff to work with the pupil	Annually	EYFS leader (initially) Deputy Head/SENCo	

To raise attainment and narrow any gaps in pupil progress that may exist	Monitor the progress of pupils with SEND through tracking data, PPIs, and regular meetings with all stakeholders including parents/carers	Ongoing	Headteacher Deputy Head/SENCo School Leaders Teachers Teaching Assistants Governors	
To ensure pupils with SEN can access the curriculum	Use symbol software (Communication in Print) to support learners with reading difficulties.			

Improving access to the physical environment

Outcome	Action	Timescale	Responsibility	Review
To ensure the physical environment of the school continues to remain safe, accessible and engaging for all	The school will continue to take into account the needs of pupils, staff, parents/carers and visitors with disabilities when undertaking future improvements and refurbishments of the site and premises.	Ongoing	Headteacher Deputy Head/SENCo Senior Leaders Site Manager Governors	
To gather information about new parents and accessibility needs to improve communications	Initial Parent and Teacher Consultation to include questions about accessibility needs of parents/carers and family members	Autumn 2016	Headteacher Deputy Head/SENCo EYFS leader	

The Access Audit shows access is currently meeting the needs of all stakeholders

Improving the delivery of written information

Outcome	Action	Timescale	Responsibility	Review
To enable improved access to written information for pupils, parents and visitors.	Raising awareness of font size and page layouts will support with visual impairments.	Autumn 2016	Headteacher Deputy Head/SENCo Senior Leaders Site Manager	
	Signage around the school to include symbols (Communication in Print) to ensure that it is accessible to all.	October 2016		
	Initial Parent and Teacher Consultation to include questions about written information needs of parents/carers	Autumn 2016		
For signage to be supplemented with tactile information	On a rolling programme signage with have added tactile information in the form of braille, 2 signs per year	September 2016 start		
To further establish close liaison with parents/carers to improve outcomes for all pupils	Parents/carers have access to either the Headteacher, Deputy Head/SENCo and/or FLO at all times. The FLO has a direct telephone line Consultations are planned three times a year for parents/carers and the class teacher	Ongoing	Headteacher Deputy Head/SENCo FLO Teachers Teaching Assistants Governors	

	<p>Parents/carers are welcome to speak to the class teacher at the end of the school day or via an appointment</p> <p>The website is regularly updated and contains relevant information</p> <p>Information for parents/carers is produced in a variety of ways to meet the needs of all</p> <p>Noticeboards are regularly updated and information is clear</p>			
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Apart from adding tactile information on signage the Access Audit shows access is currently meeting the needs of all stakeholders