



Accessibility Plan

CRANFORD CE PRIMARY SCHOOL

Role	Designated Person
Headteacher	Rob Tyman
Designated Lead	Rob Tyman
Date written and approved by governors	November 2022
Date to be reviewed	November 2024

1. Aims

Cranford CE Primary 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. Our school is 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

(See below for action plan)

The audit of current provision from the previous Accessibility Plan was reviewed as part of this plan with no changes made to the provision.

This 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.

We have included a range of stakeholders in the development of this accessibility plan. This includes *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, 0 to 25 years (2014)* '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 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) information report
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the governing body.

4. Action plan

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

1. Increase access to the curriculum for pupils with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<p><i>Quality First teaching incorporates and considers individual pupil's needs.</i></p>	<p>QFT support and CPD provided as necessary and appropriate to ensure all teaching staff and Teaching Assistants ensure all children's needs are met.</p> <p>SENCO will monitor all children with additional needs and ensure that their needs are met.</p> <p>Pupil Progress Meetings monitor all groups of children and progress. Any children or groups falling behind are identified and supported.</p> <p>As required Staff access expert advice in relation to pupil access to specific needs or curriculum areas, for example, PE</p>	<p>Head of School Data, observation and PPM information.</p> <p>SENCO</p> <p>Head of School Data, observation and PPM information.</p> <p>Head of School</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Monitoring of planning, books and teaching demonstrates that lessons are planned to meet the needs of all pupils in the class.</p> <p>Monitoring of planning and teaching demonstrates good quality teaching and learning for all.</p> <p>PPM indicates a clear understanding of the pedagogy required to support pupils with specific SEND.</p> <p>Monitoring of planning and teaching demonstrates that lessons are planned to meet the needs of all pupils in the class.</p>

2. Improve and maintain access to the physical environment

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria

<p><i>Ensure access to the curriculum for pupils with a disability</i></p>	<p>Ensure children joining the schools' needs are understood and supported, understanding that their needs may change over time.</p>	SENCO and Head of School	As required	<p>All children are able to access and enjoy the curriculum. They are able to develop their strengths and enjoy learning.</p>
	<p>Ensure that staff have appropriate training as needed when working with children with specific needs.</p>		As required	<p>Staff are effective in supporting children with specific needs enabling them to access the curriculum as well as additional interventions and programs that they need to access learning.</p>
	<p>Continue to seek advice and support external services and programs that children require.</p>		As required	
	<p>If a child with mobility needs joins the school specific plans and risk assessments will be required to ensure safe access and use of areas where stairs are located.</p>		If required	<p>All children have access to all opportunities and are not disadvantaged by the physical environment.</p>
	<p>Planning and risk assessments for educational visits to be fully inclusive and all reasonable adjustments made to enable all children can take part wherever possible.</p>	EVC	As required	
<p>Health and Safety monitoring to ensure that all areas are accessible to all children.</p>	Head of School	Ongoing	<p>Children are able to access the enriched curriculum and adjustments made wherever possible so that they are able to participate in all activities.</p> <p>The school environment is accessible for all children, staff and parent</p>	

3. Improve the delivery of information to pupils (and other stakeholders) with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
-------------------	---------------------	---	-----------	------------------

<p><i>Improve the delivery of information to pupils with a disability</i></p>	<p>If required, the school to consider how to enable the environment to be accessible for visually impaired children.</p> <p>Resources to be purchased as required to support children with specific needs. e.g. braille.</p> <p>School to continue to be proactive in seeking external specialist support and advice as needed.</p>	<p>SENCO</p>	<p>As required</p>	<p>All children are able to access information and learning in an appropriate way for their needs.</p> <p>Wherever possible and reasonable all efforts are made to ameliorate any barriers to access for children with disabilities.</p>
---	--	--------------	--------------------	--

