

Crayke Church of England Primary School

Accessibility Plan



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Person responsible: Judi Jackson, Head Teacher

Contents

1. Aims	2
2. Legislation and guidance	2
3. Contextual Information	2
4. Action plan.....	4
5. Monitoring arrangements	6
6. Links with other policies	6

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. This is summed up in our school values of friendship, forgiveness, respect and determination.

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.

The school supports any available partnerships to develop and implement the plan as an NYC Local Authority School.

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, including pupils, parents, staff and governors.

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. Contextual Information

The school has children with a range of disabilities that include moderate and specific learning disabilities. At present we have no wheelchair dependent pupils, parents or members of staff.

Main building	The school is a single storey building which is accessible for wheel chairs to be used. There is an accessible toilet for adults within the main corridor. Corridors are wide enough for wheelchairs to be used. Doors have low fitted handles. Intimate care can be carried out in the accessible toilet.
Classrooms	Classrooms are accessible for wheelchairs and wheelchair users.

Hall	The entrances to the hall from within school are flat. Access to the rear fire doors is unsuitable for wheelchair users due to there being a flight of steps onto the playground. Wheelchair users would need to exit the building via the main corridor and front door.
Playground	Access is available via a flight of steps. Alternative access for wheelchair users could be arranged via the Reception classroom exit, which would alleviate the need to use steps. Ramp between upper and lower playground. Stepped access to gazebo on upper playground and to stage area.
Forest school area	The forest school area can be accessed from the playground without using steps but contains decking at various stepped intervals. There is one route into and out of the area which is sloped.
Field area	Available for all pupils including 100m Astro-turf running track.
Entrance path to front door of building	All clear of steps allowing easy access for all pupils and parents.

4. Action plan

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

Curriculum Improvements

Target	Strategies	Time scale	Responsibility	Success criteria
To continue to increase confidence of all staff in adapting learning as needed	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia, differentiation and recording methods. Online learning modules if required	Ongoing and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
To continue to ensure all educational visits are accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	Ongoing	EVC	All pupils in school able to access all educational visits and take part in a range of activities
To ensure classroom resources are accessible for all	Class teachers to review organisation of classrooms/resources to ensure layout and labels are inclusive and accessible to all	As required	Class teachers	All pupils able to access resources, increased participation

Improving access to the physical environment of the school

Target	Strategies	Time scale	Responsibility	Success criteria
To consider the layout of the school and access for all pupils	Consider any redesign to allow all pupils/visitors to access all areas of the school	As required	Head/SENCO	All areas of the building accessed by all
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from HI specialists, OT. Consider layout of room	Ongoing	SENCO	All children will have access to an appropriate environment

Improving the delivery of written information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Target	Strategies	Time scale	Responsibility	Success criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms	Ongoing	SENCO	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	Ongoing	Administrator	Excellent communication. Ongoing appropriate use of resources
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included

5. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

6. 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
- Special educational needs (SEN) information report
- Inclusion policy
- Supporting pupils with medical conditions policy