



ACCESSIBILITY PLAN

1. School's Planning Duty

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

The Definition of disability according to the Equality Act 2010:

“ a disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

In accordance with the Act the plan focuses on three 'key areas' to:

- (a) increase the extent to which disabled pupils can participate in the schools' curriculums;
- (b) improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools
- (c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

Purpose of the plan:

To provide safe access throughout the school for all school users

To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2. School aims and values:

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In drawing up this Accessibility Plan the school set the following priorities:

The Accessibility Plan will contain relevant actions to:

a) Improving Education & related activities- Curriculum

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, Educational Psychologists, Occupational Therapists and of appropriate health professionals from the local NHS Trusts to continue to support pupils with disabilities. The school will continue to give a positive portrayal of people with disabilities.

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements, refurbishments of the site and premises, such as improved access, lighting, acoustics, colour schemes, and more accessible facilities and fittings. Improve and maintain access to the physical environment and emergency evacuation procedures are set up. To continue to improve accessibility to site for disabled service users including barriers to physical access for wheelchair users.

c) Improving the Provision of written information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. Improving the delivery of written information for staff, pupils, parents and visitors with disabilities.

School will continue to increase awareness of the ways in which parents of disabled children and young people can help support their learning and continue to improve pupil and parent access to written information.

The school will consult with disabled pupils, staff and parents to determine their priorities for the school with regards to disability equality over the next three years.

As stated above, Crown Lane Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Crown Lane Primary School's Special Educational Needs & Disabilities (SEND) Information Report.
- Crown Lane's Safeguarding policy and arrangements
- Health & Safety policy

3. Review and Implementation:

The Accessibility Plan is reviewed annually by the Local Governing Body. In addition, it will be reviewed three yearly by the Disability Equality Scheme Working Party following consultation with the larger school community, parents and School Council.

The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

4. Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building. Crown Lane Primary School will canvas the opinions of visitors through questionnaires which will be available on the school's web-site.

Additionally, events for parents and carers such as open evenings, information evenings, performances and meetings with teachers, will be held in accessible parts of the building such as the hall and classroom.

Where Crown Lane Primary School has been advised of specific disabilities, every effort will be made to meet the needs of parents and carers through individual liaison between the SENCo and those parents/carers.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students. Crown Lane Primary School will ensure that this is understood by transport companies it uses. This will be the responsibility of the member of school staff making the booking.

Election of Parent Governors

The election of parent governors will now be covered by the Equality Act 2010. Parents will continue to be invited to serve on the Governing Body in accordance with current practice and in line with the spirit of the Equality Act.

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

Improving Curriculum access at Crown Lane ~~2016-2017~~ 2017-2018:

Target	Strategy	Responsibility	Time Frame	Outcome
Ensure the curriculum can be accessed by all children	Check timetables and resources are not a barrier to any individual or group's access to the curriculum Complete schools environmental audit National Autism standards environmental audit	Inclusion team SLT	In place and ongoing	
Build up staff resources including high quality agencies to ensure best endeavours are made to meet the needs of all pupils	Training Implement advice form external agencies	Inclusion team SLT	In place and ongoing	

Improving Physical Access at Crown Lane:

Feature	Description	Actions to be taken	Responsibility	Time Frame	Outcome
Ensure the physical environment can be accessed by all children	School to use best endeavours to ensure that children with all physical and sensory needs can access the school building and physical environment	Complete schools environmental audit National Autism standards environmental audit Ongoing maintenance of wheel chair access, ramps and rails Clear correct signage	Inclusion team SLT	2017	
Appropriate use of specialised equipment to benefit individual pupils and staff	Word processors for pupils with specific recording difficulty. Specific training in word processing skills through BBC Touch Type Programme. Laptops Sloping boards for pupils with OT, physical and sensory needs. Coloured overlays for pupils with visual difficulty. Specialist equipment as listed Increased access to the Curriculum Specially shaped pencils and pens for pupils with grip difficulty. I pads with smartboard mirroring facility Move and sit cushions	SEND team to ensure that equipment recommended is in place Teacher to use QFT strategies to implement some physical resources	Inclusion team SLT	2017	