

Cranham Church of England (VA) Primary School



Accessibility Plan

Signed: *A. Nolan*

Anne Nolan (Headteacher)

Date: September 2014

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Nick Ryan (Chair of Governors)

Date: September 2014

Review: September 2015

Date	Review Date	Coordinator	Nominated Governor
September 2014	September 2015	Mrs Anne Nolan	Dr Georgie Cox

Our mission statement

Cranham C of E Primary School is committed to :

Ensuring all our children feel valued and that they respect and value all others within a strong Christian foundation.

Giving all our children the passion to love learning, the confidence to take risks and the aspiration to embrace new challenges.

Cranham C of E School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity. The school promotes a positive inclusion policy and the backgrounds and the ability of our children reflect this.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002

The definition of disability is

"A person suffers a disability 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 carry out normal day-to-day activities."

(Equality Act 2010)

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Cranham Primary School Accessibility Plan 2014

We recognise

our duty under the **Equality Act (2010)** and the **School Admission Code (2012)** not only to offer a place to all pupils but also to ensure that Cranham C of E School works with the Local Authority to:

- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- increase the extent to which disabled pupils can participate in the curriculum; and
- improve the availability of accessible information to disabled pupils.
- Take reasonable steps to avoid putting disabled pupils at substantial disadvantage (the 'reasonable adjustment' duty).

Both we, the school governors, and the Local Authority have the duty to publish Accessibility Strategies and Plans. Ours is covered in this document.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

SITE – Cranham C of E School has very difficult access. Its hillside position along a narrow lane is restricting and parking close to school is very limited. One access point involves steep steps the other is via a sloped pathway. Wheelchair access is possible via the latter entry point but not ideal. It is unlikely that the normal school's budget will be able to fund a large project to improve access. In case of this access being required by a pupil we would approach the county for funding.

PLAYGROUND - The playground is slightly sloping and separated into two small play areas. The slope of the playground would cause some difficulty in negotiating certain areas with disability aids.

PLAY AREAS – adventure play area. Children have access via two steps to a sloped and grassy adventure play area. The steps, slope and uneven ground makes access extremely difficult for children with mobility issues

CLASSROOMS – Class 1 is accessed from the front of school via three steep concrete steps. The classroom is also accessible via the main entrance, down the corridor and through the library. There is one smaller step to negotiate following this route and a ramp has been successfully used in the past to make this more accessible.

Class 2 can be easily accessed from the playground. If accessed via the main entrance then there are no additional steps to negotiate.

The attic room, head teachers office and staff room are all located upstairs. Lessons can be planned to avoid children with mobility problems accessing these rooms. In the event of a staff member with mobility issues the school would need to consider converting the office into a staffroom.

TOILETS – To access the toilets from Class 1 children are required to step down one step, a ramp option is available. A disabled toilet was poorly located in the school and difficult to access. As a result it had fallen into disuse and the space has been converted into a kitchen. Prior to conversion a more appropriate location for a disabled toilet was located and this has been fed into the Access plan. The staff toilet is fitted with grab rails

PHYSICAL AIDS – Advice will be sought on appropriate physical aids for pupils with disabilities. In the past we have accommodated a child with complex medical needs who used a wheel chair.

We believe that the most important aid for a disabled pupil is the staff, who provide for the child's needs. The school prioritises small class sizes with generous support assistant time in all classes.

2. Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

At Cranham C of E School we believe in quality first teaching. We offer a broad and balanced thematic curriculum; extend and challenge all children, regardless of ability, and respond to pupils' individual needs. Professional training ensures that staff are up to date in their specialist fields and disseminate information through staff meetings.

All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils. Classrooms are organised to promote the participation and independence of all pupils

When applicable advice is sought on appropriate specialist aids and equipment.

3. Improving the availability of accessible information to pupils with disabilities or other learning impediments

Where necessary a variety of formats will be used to inform children and parents with disabilities eg Braille, audio tape, large print. As far as possible, translation services will be used for parents who cannot communicate in English to enable them to access Home-School learning sessions.

Aims

Cranham School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which do not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities, so far as is possible
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user-friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people
- representatives on the School Council

Actions to ensure equality for pupils with disabilities

1. We shall undertake a disability audit
2. As a result of the audit, we shall:
 - write an action plan which includes targets
 - make the policy and targets known to all teaching and ancillary staff, pupils and parents
 - monitor the success of the plan

- the Plan will be reviewed annually by the Headteacher and the Standards Committee
3. The Governing Body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).
 4. The school will set up a working party to monitor and further develop good practice.

Monitoring

Cranham C of E School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. (Essentials are in **Bold** type)

We will monitor:

- Admissions**
- Attainment**
- Attendance**
- Effects of pastoral strategies
- Rewards
- Sanctions
- Exclusions**
- Response to teaching styles/subject
- SEN Register
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- Effects of the teaching of English and Maths
- Extra-curricular activities
- Homework
- Number of pupils participating in residential, including those for the very able and gifted
- Selection & recruitment of staff**
- Governing body representation**
- Parents attending consultation meetings
- Parents' involvement in the life of the school
- School Council

The role of the pupils / school council:

School council will support the development and monitoring of this plan by: organising surveys to gauge the thoughts of all pupils.

Publications for Guidance

Accessible Schools: Planning to increase access to schools for disabled pupils	Issued to all schools in June 2002 (DfE Publications)
Schools Disability Code of Practice	Equality and Human Rights Commission (EHRC)
SEN Code of Practice	DfE

DfE Guidance on Inclusive Schooling	DfE
National Curriculum 2000 Inclusion Statement	DfE
DfE: Access for disabled people to school buildings (BB91)	The Stationery Office

Useful telephone numbers:

Equality and Human Rights Commission (Equality Advisory Support Service)	0808 800 0082
DfE Publications	0845 60 222 60
Ofsted Publications	0300 123 1231
Standards and Testing Agency	0300 303 3013 (Monday to Friday, 8am to 6pm)

Other related school policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Safeguarding Policy
- Equality Policy
- SEND policy and the school's Local Offer
- Administering Medicines Policy
- Teaching and Learning Policy
- RAP
- Admissions Policy

Targets	Outcome	Time frame	Goals Achieved
Short Term Restructure classrooms so that Class 2 are no longer taught in a split location	Although the attic room is still used by small groups it is no longer a requirement that Class 2 children are taught upstairs at some stage in the week. This makes KS2 more accessible to any children with mobility issues	September	Greater access gained
Restructure dining room arrangements so that all children can be seated at correct height tables. Dining room to be located next to library for a quieter dining room extension	All children safely seated – more suited for children with physical disabilities Attached area available for small groups. This would suit children with hearing impairment who have difficulties with background noise and .or children with social anxiety. Wheelchair access is also more suited to this area	September	
Keep First Aid Training up to date	Additional advice given about children with asthma to be acted on	October	
Accessibility of school to be monitored.	The school will be have a better understanding of the way the physical environment is being used and any adaptations that need to be made.	November	
Training for teachers on the new 2014 National Curriculum – including learning styles.	All teachers are able to more fully meet the requirements of disabled children’s needs with regards to accessing the	November	

<p>Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum</p> <p>Earwig visual assessment system to be introduced .</p> <p>Enabling parents to have access to children's photo timelines -</p>	<p>curriculum whilst increasing their knowledge of the new curriculum.</p> <p>Visual information used to inform parents of learning progress where previously only written formats would have been used (£300)</p>	December	
<p>Medium Term</p> <p>Availability of written material in alternative formats.</p> <p>The school makes itself aware of the services available through its LA for converting written information into alternative formats.</p>	<p>The school will be able to provide written information in different formats when requested for individual purposes.</p> <p>Review all current school publications and promote the availability in different formats when specifically requested</p>	<p>T 3-6 and 2015-16</p> <p>T 3-6 and 2015-16</p>	
<p>Key Access points to be de-cluttered</p>	<p>Access is easier</p>	T3	
<p>Outdoor area to be planned for Class one</p>	<p>Accessibly for all to be a key driver in planning (£2,000) DFC</p>	T3	
<p>Include disability issues within SDP</p>	<p>Raised profile of issues in all areas by all staff and Governors.</p>	T4	
<p>Long Term</p> <p>Construct outside area</p>	<p>Outside area accessible for all of Class One curriculum significantly improved (cost to be determined by architect – DFC grant available).</p>	2015 - 2017	

Plan for and cost out converting staff toilet into a disabled one (some rebuilding required)

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following	Pupils	School Personnel	Parents/carers	Govemors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups												Conclusion																
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation							
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
Does or could this policy have a negative impact on any of the following?		✓			✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?		✓			✓			✓			✓			✓			✓			✓			✓			✓			✓
Does data collected from the equality groups have a positive impact on this policy?		✓			✓			✓			✓			✓			✓			✓			✓			✓			✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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