



Accessibility Plan

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Accessibility Plan

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INTRODUCTION

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 valued and treats one another with fairness and 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.

This policy has been created in accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA). 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

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;

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- 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).

The staff, 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. The physical site of the school does not make accessibility very easy.

SITE

Cranham C of E School has very difficult access. Its hillside position along a narrow lane is restricted and parking close to school is very limited. One access point into the school property involves steep steps the other is via a sloped pathway. Wheelchair access is possible via the latter entry point but it is 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 diocese 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 for children with mobility issues

CLASSROOMS

Class 3 is accessed from the front of school via three steep concrete steps. The classroom is also accessible via the main entrance, down the corridor (is this corridor able to take a wheelchair?) 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.

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Class 1 can be easily accessed from the playground. If accessed via the main entrance then there are no additional steps to negotiate.

The attic room (Class 2), head teachers office and staff room are all located upstairs. In the event of a short term disability 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 front office into a staffroom.

TOILETS

To access the toilets from Class 1 children are required to step down one step (a ramp option can be made 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 successfully converted into a kitchen. The staff toilet is fitted with grab rails and these have been appropriate for children with crutches.

PHYSICAL AIDS

Advice will be sought about appropriate physical aids for pupils with disabilities. In the past we have accommodated a child with a wheelchair by providing a ramp where there is split level flooring in the school entrance, however the structure of the building makes wheelchair access limited.

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 CofE 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

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When necessary 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 will use the schools disability audit
2. As a result of the audit, we shall:
 - a. write an action plan which includes targets
 - b. make the policy and targets known to all teaching and ancillary staff, pupils and parents

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- c. monitor the success of the plan
 - d. the Plan will be reviewed annually by the Headteacher and the Governing body
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).

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
- 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

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

ACCESSIBILITY PLAN 2017 -20 AND 3 YEAR OVERVIEW

Targets	Outcome	Time frame	Goals Achieved
<p>Short Term</p> <p>Restructure Class 3 relocating heater to higher location and away from interactive board reducing noise level</p>	<p>All children, including those with a hearing impairment, will be able to access learning</p>	<p>August</p>	
<p>Reduce the use of colour on display boards to avoid over stimulation for children with autistic tendencies and reduce anxiety</p>	<p>Children will be able to focus on learning and anxiety levels will be reduced</p>	<p>September</p>	
<p>Install new interactive boards in class 1 and 2 to reduce the noise level and provide resources with high visual quality</p>	<p>All children, including those with a hearing or visual impairment will be able to access learning</p>	<p>September</p>	
<p>Reinstate the opportunity for children with anxiety or issues with background noise to use the library as a quiet dining area</p>	<p>All children will have positive experiences at lunchtime and be able to interact with others in an environment they feel comfortable with.</p>	<p>October</p>	

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<p>Audit library books provision and provide books that provide positive images of disabled people</p> <p>Review learning resources use in mathematics so that all styles of learning are supported , including kinaesthetic learners</p>	<p>Children will have a positive understating of disability</p> <p>Children of all learning styles will be supported in mathematics making positive impact on attainment</p>	<p>February</p> <p>Ongoing throughout the year</p>	
<p>Medium Term</p> <p>Install a buzzer linked to the school office to enable visitors who can not access the steps to the main gate to contact the school office when the side gate is locked during the school day</p>			
<p>Long Term</p> <p>Explore ways of communicating information in different formats</p>			

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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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