



## Accessibility Plan 2021-2024

### **Purpose of the Plan**

The purpose of this plan is to show how Crookhill Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

### **Definition of Disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect of his or her ability to carry out normal day to day activities.

### **Legal Background**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (A) He or she has a physical or mental impairment, and
- (B) The impairment has a sustainable and long-term adverse effect of his or her ability to carry out normal day-to-day activities.

### **Contextual Information**

The majority of the school building and playground is accessible for a child in a wheelchair, thanks to the DDA work completed in 2010. The school building has 2 lifts, as an alternative to steps, which are specifically designed for wheel chair use.

## Accessibility Plan/ Disability Equality Scheme Action Plan

School: Crookhill Primary School

Date Reviewed : May 2021  
Next Review Date : May 2024

| Activities                                                                                                                      | Resources                                                                                                                                                          | Date achieved           | Responsible            | Outcomes                                                    |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------|-------------------------------------------------------------|
| <b>1. Promoting curriculum access for disabled pupils and adults</b>                                                            |                                                                                                                                                                    |                         |                        |                                                             |
| School policies and schemes of work refer to statutory Inclusion Statement.                                                     |                                                                                                                                                                    | As policies are renewed | HT and Subject Leaders | Policies and Plans updated.                                 |
| Pupils with disabilities can access ICT. Specialist equipment or software available if needed.                                  |                                                                                                                                                                    | Ongoing                 | HT/Governors/LA        | All children have access to ICT                             |
| School visits are made accessible to all pupils irrespective of attainment and impairment.                                      | Extra staffing as required<br>Risk assessments                                                                                                                     | Ongoing                 | HT/Governors/Staff     | All children are able to take part in all visits            |
| Effective support is in place for pupils who need help with communication, language and literacy                                | Speech and language activities<br>Activities and resources<br>Staff training with Speech and Language specialist teachers                                          | Ongoing                 | HT/SENCO/Staff         | All children are able to access all areas of the curriculum |
| Adapted and modified activities or alternative activities are provided to enable disabled pupils to make progress in all areas. | Specialist equipment is purchased as required e.g. sloping boards, chairs, laptops<br>Staff support/extra staff<br>Advice on adapted/specialist equipment from LA. | Ongoing                 | HT/SENCO/Staff         | All children are able to access all areas of the curriculum |

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| To continue to ensure staff are able to meet the needs of children with a range of SEN                                    | LA training<br>School CPD and resources<br>Support from SENCO<br>IEPs/EHCPs<br>SEN review meetings                                                                                                     | Ongoing | HT/SENCO/Staff           | All children with a SEN are included on provision map which is updated termly. |
| <b>3 Improving the quality of information for and about disabled pupils and adults</b>                                    |                                                                                                                                                                                                        |         |                          |                                                                                |
| Provide information in a range of formats, including online access                                                        | Staff use simple language, symbols, large print, coloured print, makaton, to meet children's needs.<br>School accesses LA interpreters when needed.<br>Staff provide memory/visual prompts for pupils. | Ongoing | HT/SENCO/Staff           | Delivery of information to pupils is improved and ensures access for all.      |
| Ensure that parents who have a disability can receive information and reports by an alternative method                    | School accesses LA interpreters when needed.<br>Alternative formats are provided as needed<br>Staff speak directly to parents where literacy/understanding may be an issue                             | Ongoing | HT/SENCO/Staff           | Provided on request.                                                           |
| PSHE curriculum, assemblies, workshops, anti-bullying week, Inclusion Award – focus on disabilities and raising awareness |                                                                                                                                                                                                        | Ongoing | HT/SENCO/PSHE lead/Staff | Inclusive ethos in school                                                      |
| To improve staff awareness of disability issues.                                                                          | Review staff training needs.<br>Provide training for members of Staff as needed                                                                                                                        |         |                          | All staff are able to support pupils as needed                                 |
| <b>4 Improving the physical environment of the school and its services</b>                                                |                                                                                                                                                                                                        |         |                          |                                                                                |

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| Ensure that pupils and adults in wheelchairs can move around the school without experiencing barriers | Ramps/Lifts/Paths                                                         | Ongoing | HT/Governors/LA    | The school is well equipped with ramps, stair lifts and appropriate paths |
| Ensure Emergency Evacuation covers pupils and adults with a disability                                | TA support, Personal Emergency Evacuation Plans put in place as required. | Ongoing | HT/Governors/Staff | Plans in place for individual children when needed.                       |
| Ensure there is adequate access to toilets for disabled pupils, staff and visitors                    | <b>3 disabled toilets</b><br><b>Boys toilet fitted with handrail</b>      |         |                    |                                                                           |

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resources Committee.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- Inclusion Leader
- School Business Manager

Date of next review: May 2024