

Accessibility plan

Craneswater Junior School



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Last reviewed: Spring 1 2024

Next Review Spring 1 2026

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.

Craneswater Junior School believes in the inherent equality and value of individuals of all ethnic groupings, classes and abilities or disabilities. Craneswater Junior School encourages pupils and staff to:

- acknowledge and accept different and diverse abilities and disabilities
- remove or break down stereotype or prejudice
- develop respect for themselves and for others
- appreciate that everyone has a contribution to make to the school and wider community

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.

To develop the plan we consult and take advice from (amongst others): LA disability awareness adviser, sensory impairment service, educational psychologists, CAMHS, various outreach services, LA architects, medical professionals

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 of the school.

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. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We will react in whichever way we can in order to best support children with SEN.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum eg Braille machines, braille/large print books. Writing slopes, specialist seating, visual timetables, IT support etc and additional adult support.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Continue to promote awareness and respect for disabilities – long term</p> <p>Consolidate our individual target setting process to ensure the needs of our disabled pupils are being met (short term)</p> <p>Develop foundation subjects to ensure that adaptations are made as necessary to ensure high quality access and opportunities for raising awareness of disabilities are taken where appropriate. (medium term)</p>	<ol style="list-style-type: none"> 1. Organise Disability awareness Day 24/25 2. Maintain disability awareness on assembly calendar 3. Maintain evaluation of resources to suit individual needs and adapt as necessary 4. Continue to raise staff knowledge, awareness and skills in understanding how to improve accessibility for pupils with disabilities 5. HW to consult with teachers in each year group when they are developing their curriculum. 	<ol style="list-style-type: none"> 1. Harriet Wilkinson (year 3 teachers) 2. Dave Jones 3. Harriet Wilkinson 4. Harriet Wilkinson 5. Harriet Wilkinson 6. 	<ol style="list-style-type: none"> 1. Annually 2. Termly 3. Ongoing 4. Termly 5. July '24 then as subjects developed 	<p>Regular disability events recorded on assembly calendar, PSHE curriculum and pupil awareness are raised.</p> <p>Maintain a record of training.</p> <p>Children with a variety of SEN are represented on the school council.</p> <p>SEN model developed.</p> <p>Curriculum overviews are developed and teachers are aware to make adaptations for individuals.</p> <p>All children are able to access the curriculum.</p>

	<p><i>Disability awareness week in year 3</i></p> <p><i>Assemblies on various disabilities</i></p> <p><i>Staff plan how pupils can access residential visits and PE</i></p> <p><i>Library has a good range of resources, eg enlarged text and dyslexic friendly font</i></p> <p><i>Class readers across the school represent a range of disabilities</i></p>		<p>6. Create overview to show where images and themes about disabilities are represented across the curriculum</p>			<p>Children with significant needs have appropriate adaptations (differentiated or individual support or curriculum).</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Disabled parking bays</i> • <i>Disabled toilets</i> • <i>Visual site survey actions taken eg coloured marking for VI pupils</i> • <i>Individual work stations</i> • <i>Additional handrails on stairs</i> <p><i>Due to the nature of our building, which is grade 2 listed, some adaptations are impractical</i></p> <ul style="list-style-type: none"> • <i>Hearing loop in reception and signage</i> • <i>Signage for disabled parking bay</i> 	<p>To have the best possible access on our site</p>	<p>1. Annual walk with sensory impairment for site survey</p> <p>2. Termly walk with site manager to ensure access is up to standard</p>	<p>1. HW</p> <p>2. DJ</p>	<p>complete</p>	<p>All adaptations made allow good access</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage eg visual timetables</i> • <i>Large print resources including diagrams, test papers, ipads linked to IWBs</i> • <i>Braille</i> • <i>Pictorial or symbolic representations</i> • <i>Seating plans including environmental eg no glare</i> • <i>Additional adult support as necessary</i> • <i>Termly meetings with parents and pupils including annual reviews</i> 	<p>Ensure all disabled pupils in particular those with visual impairment or autism continue to be supported through high quality communication whether visual or oral</p>	<ol style="list-style-type: none"> 1. Continue to meet regularly with external agencies to seek advice 2. Continue to update staff including lunchtime staff at least annually on needs of pupils 	<ol style="list-style-type: none"> 1. HW 2. HW 	<p>Termly Annually</p>	<p>All classes have visual timetables</p> <p>Individual pupils have visual timetables as necessary – HW monitor.</p> <p>Classes have I pads linked to smartboards to support visual processing needs.</p>
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. 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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Upper school has no lift and this isn't possible. A stairlift is impractical due to the reduction in space for fire evacuation	None		
Corridor access	Width is fine and doors can be easily opened	None		
Lifts	None	None		
Parking bays	Signage is on one of the bays	Raise height	SC	
Entrances	Have all been adapted as part of new build	Lodge to be included	DJ	
Ramps	All buildings accessible by ramp	Lodge to be included if necessary	DJ	
Toilets	Lower school and upper school both have a disabled toilet.	None		

Reception area	Portable hearing loop with signage	None		
Internal signage	Hearing loop signage in place	None		
Emergency escape routes	Clearly signed part of H&S checks	No adjustment		