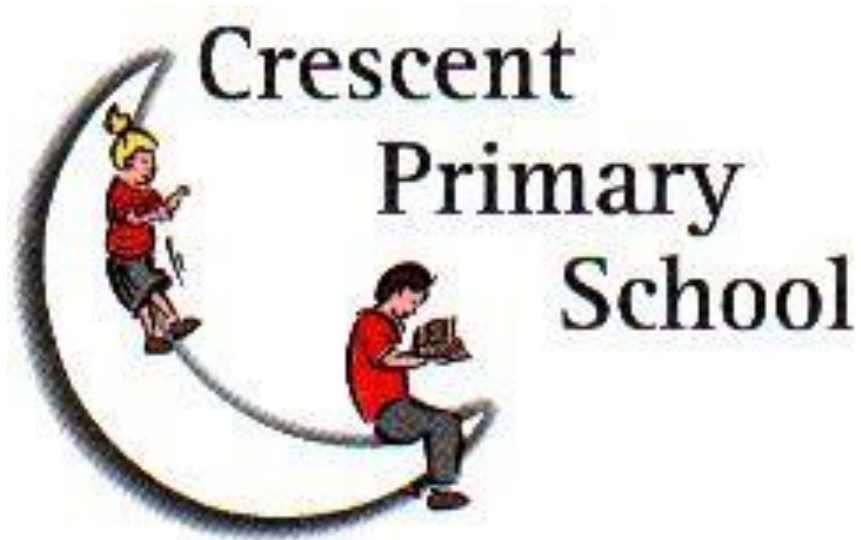


Accessibility plan

Crescent Primary School



Approved by: SD&P Governors **Date:** April 2024

Last reviewed on: April 2024

Next review due by: April 2027

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Crescent Primary School has a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning and participation. The school works hard to ensure that pupils with disabilities participate fully in school life. Disabled pupils attend all school trips and residential visits, ensuring that risk assessments take into account additional resources and adjustments that need to be made. The school is fully accessible to wheelchair users and many improvements have been made to the school site to aid accessibility. It has systems in place to administer medication, should any pupils with a disability require it. This Access Plan sets out proposals to increase access to education for disabled pupils and improvements to the physical environment to improve the extent to which disabled pupils can take advantage of education and extended services. The aims of this access plan are:

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and in finding practical solutions
- To increase the confidence and expertise of staff and support staff when teaching or aiding pupils with a wide range of disabilities
- To develop strong collaborative relationships with pupils and parents and increase satisfaction in the provision made by the school
- To promote equality of opportunity and promote positive attitudes towards children, young people and adults who are disabled
- To ensure that pupils with additional needs have access to high quality teaching and resources which are stimulating and appropriate
- To ensure that information is made more accessible for pupils, parents and visitors
- To improve the physical environment of the school to increase safe access for pupils, staff, parents, community users and visitors
- 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, including the Local Authority, to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability through appropriate provision.	<p>School offers a differentiated curriculum for all pupils using resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Progress is tracked for all pupils, including those with a disability.</p> <p>SMART targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils.</p> <p>School is aware of and make use where necessary of resources which are:</p> <ul style="list-style-type: none"> -Dyslexia friendly -Trauma informed -Recognised in ADHD toolkits <p>The school has an ongoing professional relationship with SFSS, SAP, C&I Team and C&L Team. School maintains regular contact with these professionals regarding children on their caseload and seeks support for new students through Surgeries.</p>	<p>For school to seek the support of Neil Oldbury (Senior Teacher ICT) to ensure technology is used effectively to support pupils with SEND</p> <p>Children identified on the SEND register will be set targets which are monitored through an identified Plan, Do, Review cycle.</p> <p>The SENDCo will conduct regular monitoring activities to assess the appropriateness of SEND provision through:</p> <ul style="list-style-type: none"> -Review meetings -Book looks -Observations -Provision mapping -SEND Data analysis <p>School to continue to seek support from outside agencies for pupils with SEND.</p>	<p>To contact Neil Oldbury (Senior Teacher ICT) for identified pupils.</p> <p>To identify children through the SEND register and ensure records are kept up to date.</p> <p>To identify a schedule for review meetings and target setting.</p> <p>To ensure staff are confident in SMART target setting through continued CPD.</p> <p>SENDCO to track the progress of pupils with SEND at regular review points.</p> <p>The SENDCO to conduct regular monitoring of provision for pupils with SEND.</p>	SLT	Ongoing	<p>Identified pupils with SEND will be able to access all areas on the curriculum.</p> <p>Identified pupils with SEND will make progress towards individual and academic targets.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment by creating effective and inclusive learning environments	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> -Ramps -Corridor width -Disabled parking bays -Disabled toilets and changing facilities <p>Individual students have been identified and supported by appropriately trained staff (LSA) to promote accessibility around school.</p> <p>Classrooms have been risk assessed and designed with specific pupils in mind.</p> <p>School has a positive, professional relationship established with SFSS and PDSS to support risk assessments and obtaining support equipment.</p> <p>Staff appropriate for the delivery of care have received appropriate training and CPD.</p> <p>School work collaboratively with Health professionals including Occupational Therapy, Physiotherapy and SALT.</p>	<p>To work alongside the SFSS to maintain specialist equipment for pupils with hearing impairments.</p> <p>Ensure external visitors/community users are aware of the hearing loop in the Crescent Centre.</p> <p>To become a Makaton friendly school.</p> <p>To maintain a high standard of cleanliness and accessibility within disabled toilets and changing facilities.</p> <p>To support named students using appropriately trained Learning Support Assistants (LSA).</p>	<p>To contact the PDSS (Physical Disability Support Service) for advice on premises modifications as pupils with additional needs move through school.</p> <p>To contact the SFSS (School and Families Specialist Service) for advice on maintaining specialist equipment for pupils with hearing impairments.</p> <p>To provide further staff CPD to further develop their understanding of Makaton.</p> <p>To have a named individual responsibly for the progress towards becoming a Makaton friendly school and provide ongoing support for staff.</p>	<p>SLT</p> <p>SENDSCO – ZC</p> <p>Makaton- SH</p>	Ongoing	All staff, pupils and visitors will have good physical access to the school grounds, which allow for independence and the protection of modesty.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils, parents and staff with a disability	School currently uses a range of communication methods to make sure information is accessible. This includes: -Internal signage -Large print resources -Pictorial/symbolic representations	To ensure that all information is available in a range of formats that meet the needs of all individuals. To ensure that staff are knowledgeable of where they can seek information in different formats.	Ensure that information around school reflects the diverse nature of the staff, pupils and parents who attend. To ensure information is available in a range of formats. To ensure that staff are confident in sourcing support materials.	SLT SENDCO – ZC Office	Ongoing	All pupils, parents and staff will be able to access information which has been appropriately adapted to meet their needs.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Provide a wider range of opportunities to support staff when working with children with identified need</p>	<p>Support staff can identify any further areas of development and CPD through the appraisal process.</p> <p>School staff supporting high level need children who require further CPD have been identified and attended relevant training including Moving and Handling and Intimate Care Planning.</p> <p>CPD which reflects the current needs of children in school has been provided to all staff who work in these positions including: -Interception -Attention Autism -PDA</p> <p>Opportunities to support staff's Mental Health and Wellbeing are provided and school is currently in the process of identifying and training a new Mental Health Leader for continued monitoring in this area.</p>	<p>To continue to provide opportunities for continued professional development for all staff.</p> <p>To continue to distribute available training amongst staff and support cover which enables staff to attend.</p> <p>To complete the training of a Senior Mental Health Leader.</p>	<p>Identify gaps in CPD and continue to address them with further training. I</p> <p>Identify gaps and interests in staff CPD through the ongoing appraisal process.</p> <p>Training to be completed by the Senior Mental Health Leader.</p>	<p>SLT</p> <p>SENDCO – ZC</p> <p>All Teaching and Learning Staff</p>	<p>Ongoing</p>	<p>Support staff will feel confident in their delivery when working with pupils with SEND.</p> <p>Evidence of CPD will be visible through the appraisal process.</p>

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Ensure that information about pupils is shared effectively throughout school	<p>Pupils are identified through the SEND register which is monitored updated regularly by the SENDCO.</p> <p>Individual class SEND registers identifying area of need are kept centrally to ensure staff who require access to them can locate.</p> <p>School makes use of appropriate systems to ensure information is distributed effectively and securely following GDPR.</p> <p>Health Care Plans updated annually (or when any significant change occurs) for pupils with medical needs.</p> <p>Health Care Plans shared with relevant staff and collated in the school office.</p> <p>All pupils with SEND have an up-to-date Pupil Profile visible to staff on Scholar Pack.</p>	<p>To ensure that the records of SEND are kept up to date and reflect an accurate image of the school.</p> <p>To ensure that staff are aware of where information regarding pupils with SEND is located.</p> <p>To continue to make use of CPOMs and Scholar Pack to securely store and share information amongst relevant staff.</p>	<p>The SENDCO regularly checks the SEND register and communicates any changes directly with staff.</p> <p>Office staff/SENDO to populate Scholar Pack/CPOMs with any new information relating to children's SEND.</p> <p>To ensure staff are adhering to GDPR and ensuring that sensitive information is not shared unnecessarily.</p> <p>To follow legislation and guidance regarding Safeguarding when dealing with pupils' information.</p>	<p>SLT</p> <p>SENDCO – ZC</p> <p>Office Staff</p> <p>All Teaching and Learning Staff</p>	Ongoing	Information about pupils is stored in a secure location, identified to staff (CPOM's and Scholar Pack) so that they remain informed and up to date.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>To keep parents informed on support available and make information on the schools SEN policy and local offer accessible to them</p>	<p>The School Website has a clearly identified area for SEND where all policies are clearly displayed. The Nottinghamshire Local Offer is available on the school website.</p> <p>The SENDCO/SLT have ensured that school policies relation to SEND have remained up to date. The school have employed a Full Time Family Support Worker who is able to advice and appoint external support for families including those who have children with SEND.</p> <p>Regular review meetings are held between Class Teacher/SENDCo and families discussing support strategies both in and out of school.</p>	<p>To enable early intervention for families at risk through review meetings with SENDCO/Class Teachers/Family Support Worker.</p> <p>To continue to source external support for families within the wider community and distribute information.</p> <p>To make information available to parents in alternative formats.</p> <p>To ensure that policies are kept relevant and up to date.</p> <p>To ensure that parents are aware that information can be made available in different formats</p>	<p>The SENDCO to update the SEN policy annually.</p> <p>Publish the school's local offer on the school website and Nottinghamshire LA local offer website.</p> <p>Schedule for review meetings to be decided and distributed.</p> <p>Families at risk identified and communicated to the Family Support Worker</p>	<p>SLT</p> <p>SENDCO – ZC</p> <p>FSW- LH</p>	<p>Ongoing</p>	<p>Parents will be well informed on how the school supports children with SEND.</p> <p>Parents will be confident in seeking further support through the school's Family Support Worker.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To ensure safe evacuation of pupils and staff	<p>Pupils at risk are identified in school and Personal Emergency Evacuation Plans (PEEPs) are in place.</p> <p>Personal Emergency Evacuation Plans (PEEPs) are regularly monitored.</p> <p>Personal Emergency Evacuation Plans (PEEPs) are located centrally.</p>	<p>Personal Emergency Evacuation Plans (PEEPs) are created and reviewed annually.</p> <p>Personal Emergency Evacuation Plans (PEEPs) are located centrally to enable easy access for staff.</p> <p>Staff are aware of Personal Emergency Evacuation Plans (PEEPs) and are familiar with the information within them should it relate to a child with whom they work.</p>	<p>SENDCO to ensure Personal Emergency Evacuation Plans (PEEPs) are in place for all pupils who have been identified as at risk.</p> <p>Personal Emergency Evacuation Plans (PEEPs) are reviewed regularly.</p> <p>Staff to be notified of pupils who have a Personal Emergency Evacuation Plans (PEEPs).</p>	<p>SLT</p> <p>SENDCO- ZC</p> <p>Office Staff</p>	Ongoing	<p>Up to date Personal Emergency Evacuation Plans (PEEPs) are in place for pupils who require them.</p> <p>In the event of an emergency, pupils and staff identified through a PEEP are evacuated safely.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Strategic Development and Pupils Committee at Crescent Primary School.

It will be approved by the Strategic Development and Pupils Committee at Crescent Primary School.