The Crossways Schools Accessibility Plan

Approved by:	FGB	Date:	November 2020
Last reviewed on:	November 2020		
Next review due by:	November 2023		

Contents

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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 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.

At Crossways we are committed to providing an accessible environment which values and includes all pupils, staff, parent/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

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.

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. A range of visitors are encouraged to speak about disability and foster mutual respect for others' qualities. Classrooms are organised to promote the participation and independence of all pupils All out of school activities are planned to include the	Review and update curriculum resources to include examples of people with disabilities (and other protected characteristics)	Ensure that, wherever possible (and without artificially or unbalanced representation) there are positive images of the protected characteristics (e.g. disabilities) identified in: • school policies & publications • learning resources & displays.	SENDCO and Curriculum team leads	T4	Positive images of children from a broad range of ethnic backgrounds and with disabilities displayed around school • posters • learning resources

	participation of all pupils					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Accessible toilets • Library shelves at wheelchair-accessible height • Toilet frames • Tap extenders • Ground floor classrooms are fully accessible for wheelchairs Early identification and understanding the specific needs of any child starting school prior to their joining or after a diagnosis has been made.	Review plans to create an accessible parking space within the school car park. Maintain the access into schools and accessible toilets	Liaise with Caretaker and School Business Manager. Investigate possibilities of appropriate accessible parking. Consider accessibility needs when planning refurbishment or new buildings.	Caretaker SBM SENDCO	T3	Accessible parking space created within the school car park. Issues are identified and included on the Building Plans for discussion at F&R meetings.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Large print resources • Pictorial or symbolic representations • Prioritised seating for identified children (e.g.	Availability of written material in alternative formats when requested	Investigate the services available for converting written information into alternative formats	SBM SENDCO	T2	Children/parents are not hindered by a lack of access to relevant information in an appropriate format according to their needs.

	hearing impaired). • Option for information to be received via email, text or physical paper copy.				

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 School Governing Board Finance and Resources Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- 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				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

Appendix 2: Identifying Barriers to Access Checklist

Access to the Curriculum

QUESTION	YES	NO	NOTES
Do we ensure that all school staff have the necessary training to teach and support disabled pupils?			
Do staff review practice to ensure barriers to learning and participation are removed?			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example, in lip reading?			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?			
Do we provide access to computer technology appropriate for students with disabilities?			
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?			
Do disabled pupils have the opportunity to take part in music, drama and physical activities?			
Are there high expectations of disabled pupils?			
Are all classrooms optimally organised for disabled pupils?			
Is data obtained on future pupils to facilitate advanced planning- includes pupils entering the EYFS and those transferring from other schools?			
Do we have strong links with support agencies e.g. educational psychologist, speech and language therapy, community paediatrician?			

QUESTION	YES	NO	NOTES
Do we use established procedures for the identification and support of pupils with Special Educational Needs and Disabilities?			
Do we plan a differentiated curriculum to enable all pupils to feel secure and make progress?			

Physical Access

QUESTION	YES	NO	NOTES
Does the size and layout of areas (including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gym and common rooms) allow access for disabled pupils?			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by narrow doorways, steps, stairs, inaccessible toilet facilities and showers?			
Are pathways of travel around the school site and parking arrangements safe? Are the routes logical and well signed?			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?			
Are non-visual guides used in buildings eg including lifts with tactile buttons?			
Are areas to which pupils should have access well lit?			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?			
Is furniture/equipment selected, adjusted and located appropriately throughout the school?			

Accessibility of Information

QUESTION	YES	NO	NOTES
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities eg. by reading aloud overhead projections and by describing diagrams?			
Do we have the facilities (such as ICT to produce written information in different formats?) for other languages?			
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?			
Do we provide information to pupils or parents with a disability on a one-to one basis if required? If necessary, information should be made available in a range of formats. If Yes do we publicise this enough?			