



Accessibility Plan 2017 - 2020

Section 1: Vision statement

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. This replaces all previous equality legislation including the Disability Discrimination Act. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a three year period. The plan will be updated annually and it will be available on the school website.

1. At Crossley Fields we are committed to providing an accessible environment which values and includes all pupils, staff, parents 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 developing a culture of awareness, tolerance and inclusion.
2. Crossley Fields plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - 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.
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

- The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three year plan period in order to inform the development of the new Plan for the following period.
 - We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
4. The monitoring of the access plan and policy will be ongoing by the SLT, Caretakers, Governors, Finance Officer, staff and external agencies (where applicable).
 5. The school complaints procedure will be followed if needed. This can be found on the school website.
 6. Training will be given in line with the needs of staff and pupils. This may take the form of whole staff training e.g. dyslexia, specific equipment training e.g. hoist and manual handling, and for specific medical conditions.
 7. Partnerships with external agencies e.g. pyramid schools, pre-schools, LA manual handling advisor, nursing team will be developed in order to develop and implement the plan.

Definition of disability under the Equality Act 2010. You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. The Equality Act 2010 doesn't apply to Northern Ireland.

Section 2: Aims and Objectives

Our aims are to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve and maintain 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.

The table below details how we will achieve these aims.

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase the extent to which disabled pupils can participate in the curriculum.	To train staff in order to meet pupil needs and implement outcomes from staff training, e.g. Makaton training (FS), Dyslexia (whole school), Precision Teaching (whole school), manual handling (Y5 & lunchtimes)	<p>Audit of pupil needs and Staff audit of knowledge and training to meet those needs.</p> <p>Training to be planned to address any gaps.</p> <p>Monitoring of training outcomes and implementation of agreements.</p>	<p>Louise Howard / Ben Smith.</p> <p>Louise Howard / Ben Smith.</p> <p>All staff trained responsible for implementation.</p> <p>SLT to monitor.</p>	<p>Autumn 1</p> <p>Ongoing training throughout the year. Whole staff training to take place after school.</p> <p>Implementation as soon as possible following staff training – within a 2 week timescale or sooner.</p>	<p>Physical resources and scaffolding support children to access learning.</p> <p>Staff are knowledgeable and confident.</p> <p>Training impacts positively on pupil outcomes.</p>
Improve and maintain the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.	Signage inside buildings is clear and supports children moving independently around the buildings.	Investigate 'official' signage and language alternatives.	Louise Howard / Tracy Dell	Summer Term	Signage includes written and pictorial information (informing of room use, layout etc.).

	Car parking bays are provided for pupils needing wider space.	Plan for and create 2 wider bays.	Louise Howard / Tracy Dell / Peter Hill / Kath Gould	Summer Term	2 wider car parking bays are created.
Improve the availability of accessible information to disabled pupils.	Availability of written material in alternative formats when a need for it is identified or when specifically requested.	<p>Seek advice and information about service available for converting written information into alternative formats.</p> <p>Ensure class teachers talk to children about information for parents (letters, trips etc.) prior to the information going home.</p> <p>Promote ways in which the information can be made accessible for parents.</p>	<p>Louise Howard / Steve MacRory.</p> <p>Class teachers and adults in school.</p> <p>All adults in school.</p>	<p>Spring 2</p> <p>Ongoing</p> <p>Ongoing</p>	Children and families will be fully knowledgeable about school information and events in school.

Date Approved by the Governing Body: March 2017

Review date: March 2018