

Accessibility Plan 2019 - 2022

Creswell C of E Infant & Nursery School

(Statutory)

Review Frequency:-
Annually by Premises Committee
Every 3 years by Full Governors

Date	Signed by Chair of Committee	Next Review
8th March 2018	S Wilmot	2019
28th February 2019	S Wilmot	2020
12th March 2020	S Wilmot	2021
11th March 2021	S Wilmot	2023
Date	**Signed by Chair of Governors**	**Next Review**
14th March 2019	C Senogles	2022

At Creswell C of E Infant and Nursery School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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 substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Creswell C of E Infant and Nursery School is committed to providing an environment that enables full curriculum access 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.
The Creswell C of E Infant and Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school

within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve 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 timeframe.

The Creswell C of E Infant and Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through FGB with the premises governor Mrs. Susanne Wilmot leading this area.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

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

- **The Governing Body**
- **Head Teacher**
- **SENCO**
- **School Business Manager**
- **Site Manager**

Accessibility Plan

Physical Access

To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access and associated services.

Targets	Strategies /Action	Timescale	Responsibilities	Success Criteria	Monitoring
Improve the physical school environment	The school will take into account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	As improve-ments arise.	Headteacher Business Manager SLT Site Manager Governors	Improvements to premises evidence appropriate considerations have been made to take into account the needs of all adults and children that access the site.	Premises Walkthrough for Premises Committee.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	As need arises	Headteacher SLT Governors	Inclusion for all pupils. Safe evacuation in emergency.	Fire Practice. Review of risk assessments.

Ensure that after-school clubs and care provision facilities are accessible for all pupils	Ensure appropriate training in place to cover needs of the child. Ensure clear communication of child's needs with provider and complete risk assessment as required.	As each club is started.	Headteacher Leaders of after-school clubs	After-school clubs are accessible for all pupils.	Feedback from parents and pupils.

Curriculum Access

To increase the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies /Action	Timescale	Responsibilities	Success Criteria	Monitoring
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year.	Identify pupils who may need adapted or additional provision	May to July annually	Headteacher EYFS Teachers	Provision set in place ready for when the child/ren start school.	HT monitoring of provision
To liaise with educational establishments to prepare for the intake of new children who transfer within year	Identify pupils who may need adapted or additional provision	After contact from admissions and prior to starting	Headteacher SENDCo Head of School Care	Provision set in place ready for when the child/ren start school.	Headteacher monitoring of transition

To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	See governor policy review dates for individual policies	Teaching Staff Governors	All policies clearly reflect inclusive practice and procedure	Governors
To establish and maintain close liaison with parents	Ensure collaboration and information sharing between school and families	Transition into school and continuing to transition with juniors	Headteacher Staff	Clear collaborative working approaches through regular meetings, risk assessments reviews, provision reviews and action planning	Parent questionnaires Parent View Feedback at IEP's and Meetings
To establish and maintain close liaison with outside agencies for pupils with additional needs	Ensure collaboration between all key personnel	As required	Headteacher SENDCo DCC agencies	Clear communication and record keeping is evident in the child's records and SENDCo chronology.	Headteacher

To include pupils with disability, medical condition or other access needs as fully as possible in the wider curriculum including trips/visits as well as extra-curricular provision	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	As each trip is organised or club is started.	Headteacher SENDCo Teaching staff Extra-curricular service providers and educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made	Review of visits and risk assessments

Written Information Access

Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies /Action	Timescale	Responsibilities	Success Criteria	Monitoring
To enable improved access to written information for pupils, parents and visitors. Clear, straight forward and simple communication with parents and community	Create and offer information in alternative formats. Information presented in variety of easy to access ways e.g. displayed in window for parents dropping off, sent via email, text and on school website. Dojo School stories, class stories and individual dojo messaging. Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced & parents sessions run for key areas e.g. phonics, new assessment. Admin & teaching staff aware of individual who may need information explaining directly or personally. Website translate or parents with English as an additional language.	Annually or as need for information arises.	Headteacher SENCo Head of School Care Business Manager	Evidence that appropriate considerations and reasonable adjustments have been made.	Review of website information. IEP discussions with parents.

Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	To meet the needs as required e.g. access for parents' evenings	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.	Discussions with parents and carers.