

*This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.*

1. 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. Elm Wood School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

4. 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 and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist 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 visual 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.

5. 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.

6. 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.

## Crawford Primary School

### **ACCESSIBILITY PLAN**

The Headteacher and Premises Officer carried out an Access Audit on 29<sup>th</sup> January 2021. A number of recommendations were made as follows:

If a pupil with a disability is given a place at Elm Wood School any adaptation will be made to accommodate pupil need.

### **Action Plan A – Improving Physical Access**

<b>Access Report Ref.</b>	<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost</b>
1.	Access to the PPA room	Ensure access to PPA is available by identifying a suitable room for use as PPA on the ground floor or use of a lift to the first floor	When necessary	No cost
2.	Access to the first-floor classrooms	Ensure access to room is available through use of the lift. Alternatively, ground floor rooms can be used instead	In place	No cost
3.	Un even area in playground (ground floor exit into KS2 playground)	Level area	ASAP	TBC
4.	Access to the staff room	Ensure access to room is available through use of the lift. Alternatively, ground floor facilities can be used instead	When necessary	No cost

## Action Plan B – Improving Curriculum Access

Ref	Target	Strategy	Outcome	Achievement	Timeframe	Responsibility	
						PFT	School
1	Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and access to the curriculum.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available	School activities are accessible to all disabled pupils	Ongoing		All staff/ Inclusion Team
2	Train staff and pupils in the use of signing	<ul style="list-style-type: none"> <li>Signs of the week introduced to all staff in morning briefing and introduced to pupils in weekly assemblies</li> <li>Signs of the week displayed around the school.</li> </ul>	Pupil and staff are able to communicate using signing competently	Pupil and staff are able to communicate using signing competently	Ongoing		Inclusion team with support from freelance S&LT
3	Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Increase in access to the curriculum	Start of each year	Support with purchase of certain resources	Teaching Staff with support from Inclusion Team
4	Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Community will benefit by a more inclusive school and social environment	Ongoing		SLT & Inclusion Team

5	Use of aids and resources to support pupils in accessing the curriculum	Invest in resources such as visual time tables, books with different colour pages, timers, overlays	Pupils able to access the curriculum and make progress in their learning	Pupil progress discussions involving progress of pupils who require aids/specialist resources	Start of each year & then ongoing		Teaching Staff with support from Inclusion Team
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## Action Plan C – Improving the Delivery of Written Information

Ref	Target	Strategy	Outcome	Achievement	Timeframe	Responsibility	
						PFT	School
1	Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	Delivery of information to disabled pupils improved	Ongoing		Office/SLT/ Inclusion team
2	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Delivery of school information to parents and the local community improved	Ongoing		Office/SLT/ Inclusion team
3	Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.	All relevant school information available for all who request it	Delivery of school information to pupils & parents with visual difficulties improved.	When necessary	Support with purchase of certain resources	Office/SLT/ Inclusion team

