

## Accessibility Plan

**September 2021- September 2024**

### **Accessibility policy and Accessibility Plan**

Craven Primary Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the academy community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The academy aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in academy life.

The academy is active in promoting positive attitudes to disabled people in the academy and in planning to increase access to education for all disabled pupils. As part of the academy's communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

### **The purpose of the Plan**

The purpose of this plan is to show how Craven Primary Academy intends, over time, to increase the accessibility of our academy for disabled pupils. Under the Equality Act 2010 academies should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means, "Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Academy Advisory Board (AAB). The review process can be delegated to a committee of the AAB an individual or the Head.

### **Definition of Disability**

A person has a disability 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 carry out normal day-to-day activities.

### **What will the Accessibility plan do?**

1. The Accessibility Plan is structured to complement and support the academy's Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.
2. Craven Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, 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 academy.

3. Craven Primary Academy's 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 disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses 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 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 academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy 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 academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole academy training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

5. The Accessibility Plan will be published on the academy website.

6. The Accessibility Plan will be monitored through Academy Advisory Board committees and reported to the Full AAB

7. The academy will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

<b>Accessibility Plan</b>				
<b>RATIONALE</b>	To ensure we provide an accessible environment at Craven Primary Academy 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 any negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.			
<b>PURPOSES</b>	<ul style="list-style-type: none"> <li>➤ To ensure Craven Primary Academy plans for the accessibility of provision for all pupils, staff and visitors</li> <li>➤ To improve the physical environment of Craven Primary Academy, adding specialist facilities as necessary, and making reasonable adjustments</li> <li>➤ To further increase access to the curriculum for pupils with a disability, including participation in extra-curricular clubs, leisure and cultural activities and educational visits and considering the provision of specialist aids and equipment.</li> <li>➤ To further improve and make reasonable adjustments to information available to pupils, staff, parents and visitors, within reasonable time frames considering the various preferred formats.</li> <li>➤ To provide on-going training for staff and the Academy Advisory Board on matters of disability discrimination</li> </ul>			
<b>NATIONAL/ LOCAL GUIDANCE</b>	This Policy should also be read in conjunction with the following National Guidance : Equality Act 2010: Schedule 10, relating to Disability			
<b>Aim</b>				
Increase the extent to	<b>Current good practice</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
				<b>Outcome</b>

<p>which pupils with disabilities can participate in the school curriculum.</p>	<p>Pupils have an individual Graduated Response Plan which is reviewed regularly to ensure they have access to, and benefit from a wide and varied curriculum. Seek specialist advice and support where appropriate to ensure pupils access specialist equipment and support through the adaptation of provision and lesson planning. Purchase specialist equipment as appropriate. Assess the suitability of educational visit locations to ensure that all pupils are able to participate.</p>	<p>Regular monitoring by leaders at all levels of curriculum offered and progression made in line with the accessibility for individual pupils</p> <p>Continue to seek specialist advice and support as appropriate.</p> <p>Maintain all areas of the school to ensure full access to provision.</p>	<p>SLT Classroom teachers Inclusion team 1:1 Support staff Support staff AAB</p>	<p>Ongoing – reviewed each term or when a new pupils with a disability joins the academy.</p>	<p>Deliberate and effective action is taken to promote pupils’ spiritual, moral, social and cultural development and their physical well-being:</p> <p>All pupils able to access all areas of the curriculum.</p>
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Improve access to the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, and facilities and associated services provided.	<b>Current good practice</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Outcome</b>
	<p>Single storey building allows access for everybody to all areas of the academy.</p> <p>Disabled toilet access.</p> <p>Risk Assessments undertaken to ensure that educational visits are accessible to all. Transport provided as appropriate.</p> <p>Regular site walks with Health and Safety Co-ordinator and Site Manager to ensure that the building is safe.</p> <p>All pupils who require a PEEP are given one in consultation with parents and this is shared with the appropriate staff.</p>	<p>Maintain and monitor playground and paths and interior floors to ensure they are even</p> <p>Create a generalised PEEP to ensure all visitors are able to evacuate the building safely.</p> <p>PEEPs in place for all staff and pupils who require one.</p>	<p>SLT Classroom teachers Inclusion team 1:1 Support staff Support staff AAB</p>	<p>Ongoing – reviewed during Health and Safety monitoring.</p>	<p>Corridors and classrooms maintain accessibility.</p> <p>All pupils can participate in whole breadth of the curriculum.</p>

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Ensure staff have appropriate knowledge and CPD to be able to support children with disabilities in lessons.	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Outcome
	<p>Half termly meetings with classroom staff to discuss individual children’s needs.</p> <p>Yearly Transition meetings held with new staff.</p> <p>Teachers carry out termly reviews of pupils with difficulties.</p> <p>CPD support given to teaching staff in completing graduated response.</p> <p>External agencies give</p>	<ul style="list-style-type: none"> <li>• More frequent Team-teaching between Sen-Co and classroom teachers focusing on addressing the needs of the individuals in the class.</li> <li>• Greater focus on scrutinising children’s access to the curriculum.</li> <li>• Implementation of B-Squared.</li> </ul>	<p>SLT Classroom teachers Inclusion team 1:1 Support staff Support staff AAB SEND-Co</p>	<p>Ongoing – reviewed at least annually</p>	<p>Pupils with disabilities receive high quality and personalised teaching.</p>

	<p>identified staff appropriate training.</p> <p>NQT teachers receive an SEN Induction meeting with SEND-Co</p> <p>Intervention CPD carried out for Teaching Assistants.</p>				
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