



# Accessibility Plan

Review Date April 2027

Every Child, Every Chance, Every Day; Working Together

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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.

This is our school accessibility plan which has been written in line with the schools SEND policy report with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum and that all pupils are appropriately challenged.

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 accessibility for all children and young people, and adults including parents, teachers and visitors.

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. This is available on the school website or a copy will be made available upon request.

## 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>At Crabtree Farm we:-</p> <p>Reinforce responsibilities of all teachers under the equalities act, and the SEND code of practice</p> <p>Circulate “reasonable adjustment classroom checklist” to all teachers</p> <p>Ensure all classrooms and resources are organised in accordance with pupil need</p> <p>Staff training available to ensure staff can meet the needs of all pupils (anticipatory duties) – see SEN policy report for details of current experience/training</p> <p>Differentiate work and the curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>ongoing</p> <p>all staff familiar with duties</p> <p>staff confident and able to meet a variety of SEND needs</p>	<p>Staff/SENCo to source training when required</p>	<p>Key teaching staff</p> <p>SA</p>	<p>ongoing</p>	<p>Circulated to all staff at the start of the academic year</p>

	<p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Regular review meetings are held with all parents, including for those children with a disability. However for some parents/children extra meetings with staff and/or SENCo will be required</p> <p>As small steps assessment and differentiated curriculum is in place to monitor, and recognise, the small steps of progress some children may make</p> <p>Well-being of pupils with SEND monitored in self-help/PSHE/Citizenship using a small steps curriculum</p> <p>Provide additional adult support for those children who require it to enable them to access all parts of the curriculum</p> <p>Use of communicate in print to increase curriculum access</p> <p>High cost equipment applied for where appropriate from the LA</p>	<p>Children understand difference</p> <p>Pupils working within the pre key stage standards (PKSS) are assessed using the PKSS and B-squared</p> <p>A small steps assessment is used for pupils working below year group indicators</p>	<p>Key teaching staff to monitor progress throughout the academic year</p> <p>Key teaching staff to monitor progress throughout the academic year.</p>	<p>Key teaching staff</p> <p>SA</p> <p>Key teaching staff</p> <p>SA</p>		
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	<p>Ensure school activities are accessible to all students, and we ensure TA flexibility to cover extra-curricular activities if needed</p> <p>Residential trips are planned accordingly and venues to accommodate all needs are sought wherever possible</p> <p>School policies continually reviewed to ensure they consider pupils with a disability</p> <p>Include information about pupil progress for pupils with SEND on the school website</p> <p>Assembly program to widen focus on different/same theme</p> <p>Local disability groups in assemblies/visits to school e.g. deaf choir visit school, SEN sports festival attended by SEN children</p>					
<p>Improve and maintain access to the physical environment</p>	<p>At Crabtree Farm our school environment is adapted to include pupils with disabilities.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• 7 Ramps</li> <li>• 1 Elevators</li> <li>• Wide doorways wheelchair compliant</li> <li>• Corridor width - access left clear 1m100mm</li> <li>• 1 Disabled parking bay</li> </ul>	<p>To ensure adaptations are in place for physical environment accessibility</p>	<p>Adaptations are maintained to ensure ongoing use</p>	<p>Site manager Office SENCO Headteacher</p>	<p>Ongoing</p>	<p>Physical environment can be accessed by all</p>

	<ul style="list-style-type: none"> <li>• 1 Disabled toilet in KS2 and changing facilities</li> <li>• 1 Disabled toilet in EYFS with a turning circle and full hoist covering all floor space</li> <li>• Full size movable changing bed</li> <li>• Personal evacuation plans</li> <li>• Signage is fire compliant for evacuation routes</li> <li>• Visitors escorted in case of fire</li> </ul>					
<p>Improve the delivery of information to pupils with a disability</p>	<p>At Crabtree farm we use a range of communication methods to meet the individual needs of pupils and parents to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage all fire compliant and accessible</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Coloured paper/overlays/reading rulers</li> <li>• Pictorial or symbolic representations</li> <li>• Signs and symbols</li> <li>• Visual timetables</li> <li>• Individual pupil profiles which include pupil voice</li> <li>• School information/letters can be explained in person by a member of the office staff to parents who require this</li> </ul>	<p>To ensure accessibility to information for all pupils and parents /carers</p>	<p>Communication methods are in place and used</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Communication of information is clear and in accessible formats for all</p>

	<ul style="list-style-type: none"><li>• Monitor uptake of documents in alternative format</li><li>• Constantly review accessibility of school information for parents</li><li>• Translation at parents evening/official meetings</li></ul>					
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#### **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 head teacher and the Governing Body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND policy report)
- Supporting pupils with medical conditions policy
- Complaints policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	Although single storey there are steps to the lower school in the main corridor – lift to be used where appropriate	Site manager/ Office	Ongoing
Corridor access	1m 100mm always left clear	Ensure corridor access	All staff	Ongoing
Lifts	1	One lift available to provide access between KS1 and KS2. Only to be operated by those trained.	Site manager/ Office	Ongoing
Parking bays	1	Bay is available for disabled access	Site manager/ Office	Ongoing
Entrances	Entrance to carpark is via a locked gate, and is via a buzzer system – signage with telephone number for those who cannot reach buzzer	Ensure buzzers are in good working order and number is visible	Site manager/ Office	Ongoing

	Entrance to main school reception is via a ramp and again a buzzer at wheelchair height.			
Ramps	7	Ensure ramps are maintained and in safe working order.	Site manager	Ongoing
Toilets	2 disabled toilets, 1 with full turning circle and hoist	Ensure disabled toilets are maintained and hoist is inspected regularly	Site manager/ Office	Ongoing
Reception area	Entrance is via low buzzer and staff open the wide door automatically	Ensure buzzer is in good working order and staff ensure safe opening of the automatic door	Site manager/ Office/All staff	Ongoing
Internal signage	All appropriate required signage in place to support escape, access and information	Ensure signage is appropriate as part of H&S monitoring	Site manager/ Office/H&S rep/All Staff	Ongoing
Emergency escape routes	7 designated all with ramps Flashing lights and alarm sound for fire.	Ensure ramps, lights and alarms are maintained and in safe working order.	Site manager/ Office	Ongoing