



Crowmarsh Gifford Church of England Primary School

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CROWMARSH GIFFORD C. E. SCHOOL



Accessibility Policy and Plan

(Updated September 2023)



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Linked to Articles 2, 5, 18, 23, 24 from the United Nations Convention on the Rights of the Child.

The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis. Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children. Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives. Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.



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

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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.'

The purpose and direction of the school's plan: vision and values

At Crowmarsh Gifford Church of England Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Crowmarsh Gifford Church of England Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that impair access to the curriculum, thus enabling everyone to participate in the life of the school community, including pupils, staff and visitors with a disability. This means that equality of opportunity must be a reality for our children irrespective of:

- gender;
- (when applicable) minority ethnic and faith groups;
- (when applicable) children who need support to learn English as an additional language;
- children with special educational needs;
- children who are more able;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.



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Information from pupil data and school audit

We currently have about 10% of our children on the SEND register and their needs are broad-ranging.

As of September 2023, in school we have pupils with:

- Dyslexia (SPLD)
- Speech, Language and Communication Needs (SLCN)
- Autism (ASD)
- Social, Emotional and Mental Health (SEMH)
- Specific Learning Disability
- Physical Disability

We collect information from the Early Years settings so that we are prepared for children when they arrive in school. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

The main priorities in the school's plan

When it is necessary we take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that, when necessary or appropriate, the school will ensure the following are in place:

- Draw on the expertise of external agencies to provide specialist advice and support.
- The SENDCo has an overview of the needs of disabled pupils and those with SEN.
- There are high expectations for all pupils.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with other partnership settings as appropriate
- Disabled pupils and pupils with SEN have access to extra-curricular activities.



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Action	Strategies	Who is responsible for implementing?	What are the timeframes?	Early success indicators
1. Increasing the extent to which disabled pupils can participate in the school curriculum.				
Alongside curriculum redesign work, ensure due consideration is given to how all pupils will be able to access it.	<p>Check timetables and resources are not a barrier to any individual or group's access to the curriculum. Staff to identify potential barriers</p> <p>Subject leads/class teachers to audit resources to ensure they appropriate for meeting needs of all.</p> <p>Review vision and ethos with inclusion, tolerance and acceptance a priority</p>	<p>KL/VE</p> <p>All Staff Responsible</p>	<p>A.S.A.P</p> <p>Sum/Aut 23</p> <p>Summer 2023</p>	<p>Learning walks and observations show all children are accessing curriculum fully.</p> <p>All pupils are able to take part in trips and visits.</p>
To ensure the school develops children's awareness of disability.	<p>Ensure there are learning resources (books etc.) which promote inclusion and acceptance.</p> <p>Invite people with disabilities into school: Use opportunities to portray people with disabilities in a positive light, through collective worship, PSHE, use of texts.</p>	All Staff	Ongoing	Children are able to identify/discuss positive role models who have disabilities or additional needs
2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services				
Improve fire alarm safety systems in school.	<p>Install a new fire alarm which meets current H&S standards.</p> <p>Replace internal fire doors so that they have a window in – to improve safety and visibility</p> <p>Improve cloakroom pegs and storage so that items are not left on floor as a trip hazard/obstacle</p> <p>Tidy environment to reduce trip hazards</p>	<p>DE/VE</p> <p>Site managers</p> <p>All staff</p>	<p>By Sept 24</p> <p>Aug/Sept 23</p>	<p>School is tidy and all access routes are clear at all times</p> <p>Children and staff can see through fire doors, making them safer for all.</p>



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Improve the access, safety and visibility of the front entrances by replacing gates and signage	Car park and pedestrian gates to be replaced Clear signage marking entrance to school Buzzer system to allow office to be notified of visitor – placed at a low enough height for people in a wheelchair to reach. Pathways and access routes are kept clear and regularly monitored for hazards/obstacles.	DE/VE/external provider	Sept 23	Gates are secure Entrances are much more visible Pathways and access routes are clear and hazard-free
Improve visibility of disabled parking bay and ensure it is kept clear at all times	Repaint road markings for disabled bay Remind parents and staff not to park there or block access	DE/VE	By Sept 24	Lines are clearly marked Bay is kept free for those who need it
3. Improving the delivery of information to disabled pupils, staff and parents in an appropriate format.				
Ensure parents/carers with visual disability have equal opportunity to access information from school.	Highlight on all school documentation that goes to parents that it is available in larger print on request. Upgrade website to ensure all information is clear and easily accessible	Office staff VE/KC	As Required June 23	Format of documentation altered appropriately. The school responds to the needs of both adults and children so that the curriculum is accessible.