



# Cranford Park Primary School Accessibility plan

UN Convention on the Rights of the Child	
Article 23	You have the right to education and care if you have a disability as well as all the rights in this convention, so that you can live a full life

**Approved by:**

Full Governing Body

**Date:** 18<sup>th</sup> January 2024

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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.

The school is committed to ensuring equal treatment of all its pupils, employees and any others involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practise and service delivery.

We aim to develop a culture of inclusion and diversity, in which people with disabilities are able to participate fully in school life. The achievement of children with disabilities will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to ensure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

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 and implement the plan including working with Hampshire County Council.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, pupils, parents and governors.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• The school curriculum has been designed to allow all children to enjoy learning and 'let their light shine'</li> <li>• Outdoor learning is accessed and enjoyed by all children.</li> <li>• Resources are provided as required and as recommended by external agencies.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum resources include examples of people with disabilities</li> <li>• To ensure the classroom environment is suitable for and adapted to the needs of pupils with SEND.</li> <li>• Ensure curriculum tasks are suitable for pupils with SEND, including length of task, balance of support and challenge.</li> <li>• Support pupils to focus on and retain key information.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to check resources before use to add examples reflective of disability in society.</li> <li>• Ensure the walls and displays do not contribute to sensory overload for pupils</li> <li>• Visuals to be used to support pupils including task boards, visual timetables, timers, mindmaps, sorting and matching activities, etc.</li> <li>• Support pupils to develop their independence through tools such as pictorial task plans, checklists and teaching note-taking skills.</li> <li>• Teachers to reduce tasks not related to learning outcomes.</li> </ul>	<p>All class teachers</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Curriculum resources include examples of people with disabilities.</li> <li>• Classroom will be suitable for and adapted to the needs of pupils with SEND.</li> <li>• Pupils have access to the resources they need to be successful.</li> <li>• Pupils develop strategies to develop independence, using a range of tools.</li> </ul>

AIM	CURRENT PRACTICE	GOOD OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>To ensure pupils have access to visual cues during teaching.</p> <p>Ensure children with disabilities have a strong voice in the school.</p>	<p>SENCO to develop glossary of symbols and train staff.</p> <p>Teachers to ensure visual prompts are available for pupils as required.</p> <p>Set up a Pupil Voice panel for pupils with disabilities to provide regular feedback to SLT.</p> <p>Ensure pupils with disabilities form part of every staff interview panel.</p>	<p>SENCO</p> <p>All staff</p> <p>SENCO</p> <p>Headteacher</p>	<p>April 2024</p> <p>July 2024</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff consistently use visual prompts to support pupils' learning so that pupils.</p> <p>Pupils with SEND feel valued and heard.</p>

## **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 resources committee.

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

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

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