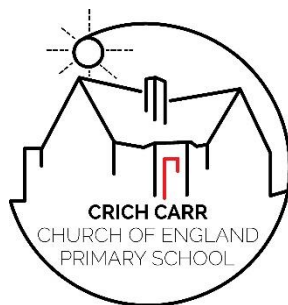


Crich Carr Church of England Primary School



ACCESSIBILITY PLAN

Date

Minute No.

Next Review date

Approved by Governors

11.06.2024

Planning for Accessibility

1. The Principles of Our Plan

Crich Carr is an inclusive school and all our plans and policies are developed so that we are acting in accordance with our responsibilities under the Public Sector Equality Duty. Alongside this, our approaches to teaching and learning, both inside and outside the classroom, are designed to ensure that all children in school can access the curriculum.

All children at Crich Carr with additional needs will have an Individual Education Plan (IEP) which will detail what adjustments are necessary, including physical access and action in the event of an evacuation due to fire or other emergency. The School's SEND co-ordinator will be responsible for preparing, monitoring and reviewing IEPs.

2. Admissions

Crich Carr – Staff and Governors – welcomes all children. If a child has a disability the School must be informed prior to admission so that any necessary adjustments can be made to enable that child to access the curriculum.

Depending on the level of need and the extent to which a formal assessment of that need has been made, we will liaise with the Local Authority (LA) about the admission. This will help establish what adjustments might be needed, whether they can be made (that is whether they are 'reasonable adjustments' as described in the Equality Act 2010 and subsequent guidance) and the balance of responsibility between the School and the LA.

The School is committed to working closely with all parents and if, during the course of their time in school, their child's needs change, we will review how best to meet those needs. There may be occasional instances where a child with a specific disability cannot take part in an activity and that there is no way of making adjustments that do not disadvantage the other children. If this happens, the School will discuss the issue with the parent of the child and seek to offer an alternative.

3. Physical Access

Crich Carr is an old building on a hillside and both its outdoor and indoor facilities are on varying levels with flights of steps, including at both the entrances to the main building. There are steps to the toilets and one classroom is on the first floor. The second building, School House, is up a long flight of steps and the field area and allotment is along a steep path through woodland.

Quite simply, there are no reasonable adjustments that could be made to enable a child with significant mobility difficulties, such as wheelchair use, to attend the School.

If a child with moderate or minimal mobility issues applies for admission, the School will, with the support of the LA, assess the individual needs. If there is a minor adjustment needed, for example an additional handrail by steps, the School will seek to put that in place. However, as it is in a conservation area, there may be restrictions that prevent some adjustments.

If the parent or carer of a child has mobility issues, the School will seek to ensure that all meetings or discussions are held in the most accessible part of the School or at an alternative venue if necessary. If a parent or carer cannot access their child's classroom, the School will provide sight via electronic means such as Microsoft Teams so that the parent can see their child's learning environment.

4. Sensory Impairment

Given the physical access difficulties of the building described at point 3, it is possible that a child with a severe visual impairment would not be able to access the building safely. Any decision about such an admission would be made in discussion with the LA's relevant specialist staff.

For sensory impairments generally, the School would seek specialist advice from the LA about auxiliary aids such as hearing loops, adaptive keyboards, special software or large font papers. As necessary, the seating within the classroom would be arranged so that, for example, there was clear sight of the teacher's face to support a lip reader. Outside the classroom, the relevant risk management process would identify how best to ensure that a child with a sensory impairment could be supported safely, perhaps through close supervision, and could access the activities.

If a parent or carer has a sensory impairment, the School will adjust its communications with them, for example using a large print format for written documents or a recorded message.

5. Curriculum Access

Access to the curriculum is fundamental to successful learning and School staff will differentiate their teaching to support each child. The advantages of a small school are that children are known as individuals so their strengths can be built on through extension work and their weaknesses identified and support put in place.

The informal curriculum is a key part of the social development of all children and this can also be incorporated into provision. School staff are experienced and able to identify where a child is growing in confidence or where more support is required and will pastoral target where needed.

Any additional needs are managed through an agreed provision plan and overall progress kept under review, in consultation with parents/carers.

6. Staff Development

As a small school, it is not possible for all areas of specialist needs to be covered by in-house expertise. The Headteacher and SEND Co-ordinator have specific responsibilities and the knowledge and experience to identify and manage the needs and appropriate support. The LA has specialist resources which the School will access as necessary.

7. Reporting on Progress

The School monitors the progress of all children, through standardised tests and through regular observation. The School Governors receive reports on pupil progress and consider national comparative data in order to assess how well the School is meeting children's needs. Data is published as required by statutory guidance.

8. Access and Equality

Access to school and the curriculum is a cornerstone of the School's duty under equality legislation and in broad terms how they are implemented and monitored in School. This Accessibility Policy and associated action plan should be seen as the way in which Crich Carr is actively addressing its duties under the Equality Act 2010, that is to have regard to the need to

- eliminate unlawful discrimination, harassment, victimisation and any unlawful conduct prohibited by the act
- advance equality of opportunity between people who share and people who do not share a relevant protected characteristic
- foster good relations between people who share and people who do not share a relevant protected characteristic.

The relevant protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Crich Carr reflects its community in that it is largely monocultural. The School recognises that there is a need to ensure that the children are aware of and understand other cultures and do not develop a prejudiced or discriminatory view based on lack of direct experience.

9. Action Plan

The School Improvement Plan has as a Key Performance Indicator a set of actions plus targets and success criteria that support the access of all pupils to the curriculum. More specifically, the plan aims to ensure that children not at the expected level receive targeted support to make accelerated progress and support staff development to do so.

Alongside this the School will

	Action	Lead	Dates	Monitoring	Resources
1	Complete development of sensory room	IR	Summer 2024	Records of usage	
2	Establish flexible schedule/criteria for use of sensory room	IR	Sept. 2024		
3	Audit early years equipment to ensure all stock is appropriate and identify any gaps where needs could not be met	IR	Sept 2024	Report to Governors	