



**Accessibility Plan adopted by
Cromford Church of England
Primary School**

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 3 main 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 main 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 service.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Looked After Children

The school follows the LA policy on the education of Looked After Children and Young People.

Child Protection / Safeguarding

Child protection arrangements are in place and reviewed by governors and the staff. The designated member of staff is trained in LA procedures which are updated and reviewed.

Health and Safety

The school has regular health and safety checks by the caretaker and an annual visit from the NUT. The governors regularly monitor this via an agenda item at every governing body meeting. All staff are aware that any concerns should be reported to the headteacher.

The school is accessible by wheelchair users; both into the infant and junior departments.

We receive valuable feedback from parents with children with statements of Special Educational Needs via the annual review process and at parents' evenings which take place twice a year.

External agencies such as Behaviour Support, EWOs, Educational Psychologists, LIO are used when the need arises in school.

The school works hard to ensure that pupils with disabilities participate appropriately and fully in all aspects of school life. Disabled pupils will attend all trips and residentials where possible and after school clubs where appropriate. Risk assessments will be carried out and additional staff plus resources.

**CROMFORD C OF E PRIMARY SCHOOL
ACCESSIBILITY PLAN**

Strand A: Increasing access for disabled pupils to the school curriculum

Strand B: Improving access to the physical environment of the school

Strand C: Improving the delivery of written information to disabled pupils

	Targets	Strategies	Outcome	Responsible Person(s)	Timeframe	Goals Achieved
SHORT TERM	A To make parents aware of how the school is working to provide an inclusive curriculum & understand the Disability Discrimination Act in its application to schools	Information leaflet for parents / SENCo liaison with parents. Accessibility plan	Greater awareness for parents of school provision for their children & increased support for staff to implement provision.	L Foster SEN Governor Curriculum Gov Subject Coordinators	Autumn Term	Improved pupil attainment. Improved parent/school liaison
SHORT TERM	A, B & C To prioritise & extend provision for pupils currently in school with physical disabilities	Class Teacher/ SENCo liaison with outside agencies. Resources from outside agencies. School budget	Greater understanding in school of needs of pupils & how best to obtain / utilise available resources	Class Teacher	Ongoing	Improved delivery of curriculum. Improved pupil attainment. Independence & mobility of disabled pupils around school increased.
SHORT TERM	B LEA access audit	Access Survey Officers from LEA	Audit of school property to aid long term accessibility planning	Kevin Bowskill (Ass Ed Officer) L Foster	(to be chased up)	Working towards increased physical accessibility of school

	Targets	Strategies	Outcome	Responsible Person(s)	Timeframe	Goals Achieved
MEDIUM TERM	A To monitor provision of an inclusive curriculum	Staff meetings Curriculum monitoring NC documentation Inclusion statement School Policy	Coordinators to monitor planning & SENCo to liaise more regularly with all staff, ensuring children with learning difficulties (or disabilities) are able to fully access the curriculum. Governing body monitor accessibility through Special Needs Governors, Accessibility plan & Curriculum Governors.	L Foster Subject Coordinators		Consolidation of staff awareness & access for pupils to National Curriculum. Improved delivery of curriculum. Improved pupil attainment.
MEDIUM TERM	A To continue to ensure that all members of the school community understand the Disability Discrimination Act in its application to schools	Training Staff meetings Teaching Assistants MDS Governors		L Foster	Coordinator Governor reviews as per monitoring schedule for 2010/2011	

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MEDIUM TERM	B Assess recommendations in access audit	If required discuss with LEA, building services & governors to inform annual review of accessibility plan	Increased awareness of accessibility needs	L Foster Governing Body	2010/2011	Working towards increased physical accessibility of school
MEDIUM TERM	B Ramp access into main school building	LEA survey School budget School organisation Handrail Portable ramp	Access for pupil / parent / staff with physical disability to main school building	Governing Body L Foster	2011 (or earlier if required by Pupil / Parent/ member of staff)	Physical accessibility of school increased
MEDIUM TERM	C Availability of written materials in alternative formats	Obtain details of the services available for converting written information into alternative formats ICT use	School can provide written information in alternative formats	L Foster	Autumn 2011(or earlier if required by pupil. parent or member ofstaff)	Delivery of information to disabled pupils, parents improved

	Targets	Strategies	Outcome	Responsible Person(s)	Timeframe	Goals Achieved
LONG TERM	A Annually review staff training (teaching, teaching assistants, MDS, Governors & SENCo) to continually develop inclusion within the curriculum & school, emphasis on special needs	Development plan Performance management Professional development School budget	Continue to improve staff skills & expertise	L Foster	Annually	Improved delivery of curriculum Improved pupil attainment
LONG TERM	A, B, C To build an awareness of needs of pupils with disabilities other than those currently in school &, where possible, take opportunity to incorporate & implement in future school planning	LEA Outside agencies Professional development (SENCo) Mailings/books Welcome to Accessible Schools – DCC Ed Service Removing Barriers to Achievement – DfES Full conversion of disabled toilet SENCo meetings	School is aware of & working towards its “anticipatory duty” & can access information / resources when required	L Foster Governing Body	Ongoing (or earlier if required by pupil, parent or member of staff)	Increase in staff awareness & access for pupils to National Curriculum. Improved delivery of curriculum. Improved pupil attainment. Independence & mobility of disabled pupils around school increased.

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LONG TERM	B Recommendations in access audit	Discuss with LEA, building services & Governors to inform future reviews of accessibility plan & prioritise necessary alterations	Increased access	Governing body L Foster	2010/2011	Physical accessibility of school increased