



# **Cringleford Church of England VA Primary School**

## **Accessibility Action Plan 2020-23 Policy**

<b>Policy Type:</b>	<b>Statutory Policy</b>
<b>Approved by:</b>	<b>Full LGB</b>
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<b>Person responsible:</b>	<b>The Headteacher</b>

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For information / guidance relating to accessibility, please contact Norfolk County Council Equality and Diversity team at [equalities@norfolk.gov.uk](mailto:equalities@norfolk.gov.uk).

## 1. The Purpose of this Plan

This plan sets out how our school will increase access to education for all pupils but with a focus on pupils with Special Educational Needs and Disabilities disabled pupils in three key areas:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

Our school accessibility plan will be reviewed every three years and reported on annually.

## 2. What does accessibility and inclusion mean for our school?

We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- (a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- (b) Avoid segregating or stigmatizing any users
- (c) Provisions for privacy, security and safety shall be equally available to all users
- (d) Ensure dignity in use for all users.

## 3. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

‘A physical or mental impairment which has a substantial and long term effect on a person’s ability to carry out normal day to day activities’.

### Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

#### **4. Information about our school**

You can find out about our school on our website, <https://www.crangleford.norfolk.sch.uk/>

#### **5. What we have in place to make our school accessible**

All teachers will differentiate appropriately through Quality First Teaching in addition to this SEND children may

- have additional adult support in the classroom
- be taught in small groups or individually
- participate in time limited, targeted interventions and programmes
- be provided with specialised equipment or resources
- receive regular sessions on individual programmes advised by relevant Professionals such as speech therapists
- be given time to do extra consolidation activities in certain subjects
- follow programmes taking smaller steps

There are a range of possible adaptations and these presently include:

- Visual timetables
- Visual prompt cards
- In class support to access teaching and tasks
- Access to different aids such as technology, differentiated materials or equipment
- Seating considerations
- Use of coloured paper and overlays
- Access to quiet play
- Individual arrangements to support children who are taking tests
- Adaptations to the physical environment Including our soundfield system and configurations of the interactive whiteboard.

See PEaSS documents and Dyslexia policy for further information to support specific needs.

We will work with professional advice around ideas for provision.

Additionally we will consult the guidance from Norfolk education authority on provision that is expected at the SEN support stage from the school's budget.

We are lucky at Cringleford to have a new school building (June 2013). It's facilities include

- Disabled parking bays
- Disabled toilets and a shower
- Hoists
- Wheelchair accessible corridors and doorways
- Soundfield system in all classrooms

#### **6. Challenges to accessibility that we want to address**

Due to the extra class that was accommodated in 2019 additional temporary classrooms were added to the school site. Using the tools from the accessibility strategy the less accessible features have been identified and will be considered when placing classes in them.

Submerged playground and playing field limits the access for SEND pupil (Electric Wheelchair access)

## Action Plan

	What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
1	Ensuring access for disabled pupils is maintained at a high level	Encourage parents to challenge. Continue to access advice from county and other schools. Seek feedback from disabled users. Continue awareness raising of SEND through training. Inclusion for all children with disabilities remains a high priority e.g educational visits	All staff and SENDCo	Ongoing Planned review Summer 2022 to align Inclusion, Equality, Accessibility policies.
2	Remote Learning	Access to home learning. Home learning available for those with covid at home isolating Year R/1 communication via Tapestry. Learning packs for those children unable to access learning via technology.	All staff	Established Autumn 2020 and reviewed at least half termly or when guidance changes
3	Mental Health	Supportive ethos and environment which promotes respect and values diversity. Key person to talk about worries and support with problem solving. Appropriate training for staff about Social, emotional and Mental Health. Access to an identified quiet or 'calm down' space. Effective pastoral support (PV). Implementing advice from Educational Psychology and specialist support. Referral to specialist agencies Making parents aware of Healthy Child Programme PSHCE curriculum review	Mental Health Lead Inclusion Lead Class teachers PV KW	Begun Autumn 2020 and ongoing. MH lead Practitioner training Spring 2022 EAL networks and EDI networks attended in 2022 with a plan to review in Summer 2022.
4	Dyslexia/Dyscalculia friendly school	Dyslexia quality mark. Scaffolding learning, Use pre teaching and link new learning and vocabulary, model, coach and reinforce skills, sufficient thinking time, learning broken into small new steps. Simple short instructions. Training for staff Refer to Dyslexia Policy and PEaSS sheets.	SENDCo Class teachers Dyslexia champion (SK)	Begun Autumn 2020 Award achieved September 2021 2021/22 focus on implementing and embedding school wide.