



## Crompton Primary School

### Accessibility Plan and Policy

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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.

Crompton Primary School understands the principles of the act and work needed to ensure that those with protected characteristics are not discriminated against and are given the equality of opportunity. Protected characteristics refer to aspects of a person's identity. Treating someone less favorably because they have one or more of the protected characteristics would be unlawful. A protected characteristic under the act covers the groups listed below,

- Age
- Disability
- Race, colour, nationality, ethnic or national origin.
- Sex (including transgender)
- Maternity and pregnancy
- Religion and belief
- Sexual orientation and
- Marriage and civil partnership.

The act also protects you if you are treated unfairly because of a friend or family member who has a protected characteristic. This is called discrimination by association.

At Crompton Primary school we will:

- Provide a safe and stimulating environment where diversity is celebrated
- Develop a lifelong love of learning
- Foster innovation and creativity within an exciting curriculum
- Celebrate individual success
- Support children to develop positive relationships within our nurturing school community

Our school is a warm, friendly and welcoming community where everyone is encouraged to develop themselves to their full potential. We believe that the potential of every individual is limitless and that every minute in every lesson, every day counts. Within a supportive environment, we encourage individuals to reflect on and learn from their mistakes in order to become independent, responsible, resilient and successful.

The plan will be made available online on the school website, and paper copies are available upon request.

At Crompton Primary school we are 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.

[https://www.oldham.gov.uk/info/200327/admissions/1575/fair\\_access\\_protocols](https://www.oldham.gov.uk/info/200327/admissions/1575/fair_access_protocols)

Our school follows the Oldham LA complaints procedure. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including our SEND children, our school council, parents, staff and governors of the school.

## **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 reasonable adjustments to premises.

### **3. Action plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	We offer a differentiated curriculum for all pupils.	To raise awareness of the curriculum needs of pupils with SEND. This to include whole school staff, governors and parents. Drop In sessions half termly for SEND parents.	Training delivered developing the awareness of pupils with <ul style="list-style-type: none"> <li>• ASD</li> <li>• Language and communication difficulties</li> <li>• Sensory integration difficulties</li> <li>• Visual Impairments</li> <li>• Hearing Impairments</li> <li>• Dyspraxia</li> <li>• Dyslexia</li> </ul>	SENDco	Ongoing Curriculum Action Review	Whole school staff, governors and parents have increased awareness of the curriculum needs of pupils with SEND. Resulting in a successful access to the curriculum for all.  Drop In sessions half termly for SEND parents are held.

	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>Training for all staff on differentiation of teaching and learning styles (HQT) and staff are aware of SEND resources.</p> <p>Clarification on the role of support staff in meeting the needs of SEND pupils.</p> <p>Support staff to connect pupils to the curriculum, support the development of independent work and promote social interaction.</p> <p>Visits and visitors to school raising awareness of disabilities.</p>	<p>And further training to support HQT as appropriate.</p> <p>Programme of Inset and whole school staff meetings.</p> <p>Audit skills and competencies of Teachers and TA's. Identify bespoke training needs.</p> <p>Use of online CPD.</p> <p>Whole school strategy of SEND support needs and allocation of time.</p> <p>Teachers to ensure planning is completed for intervention groups and 1:1 support where appropriate.</p> <p>VI awareness assembly</p> <p>John McCorkell workshop day (cerebral</p>	<p>SLT</p> <p>SLT</p> <p>SLT SENDco</p> <p>SENDco All Staff</p>	<p>Sept 2023</p> <p>Dates of all Staff Meetings re: SEND</p> <p>Ongoing</p> <p>Dates of planned visits</p> <p>TBC</p>	
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			<p>palsy/wheelchair needs)</p> <p>Downs Syndrome awareness assembly</p> <p>School council involvement in awareness days (raising money objectives).</p>	<p>Pastoral Lead</p> <p>All Staff</p>	<p>Ongoing</p>	
	<p>Curriculum resources include examples of people with disabilities.</p>	<p>A range of curriculum materials to be made available building awareness of disabilities and protected characteristics.</p>	<p>All educational visits to be accessible for all.</p> <p>To continue to use EVOLVE risk assessment guidance for making visits accessible for all.</p>	<p>Evolve Coordinator</p> <p>SLT Curriculum Coordinators</p>	<p>Sept 2023</p> <p>Ongoing.</p>	
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>Use of O'Track and PIVATS throughout the school for pupils working towards National Curriculum objectives.</p>		<p>All Staff</p>	<p>Termly data collection and analysis</p> <p>Oct/Feb/July</p>	
	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Rigorous pupil progress meetings held with all teachers on a termly basis.</p>		<p>SLT</p>		

	The curriculum is reviewed to ensure it meets the needs of all pupils.	<p>Review the PE curriculum to ensure that it is accessible for all.</p> <p>Access to ICT will be provided for pupils with additional needs as appropriate.</p>	<p>Gather Information on accessible PE and disability sport.</p> <p>Ensure all staff are aware of and can use the appropriate software and equipment.</p>	<p>PE Coordinator</p> <p>ICT Coordinator</p>	Annually by SLT and regularly by curriculum coordinators/subject leaders	
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Suitable markings on outdoor furniture to assist VI</li> <li>• Work with the VI team</li> <li>• Work with the HI tea</li> </ul>	<p>Seek information on the needs of users and pupils.</p> <p>Environmental audit</p> <ul style="list-style-type: none"> <li>• Clear pathways</li> <li>• Direct access</li> <li>• Acoustics</li> <li>• Visual access</li> </ul> <p>Accommodate toileting and care needs of incontinent pupils.</p> <p>Provide aids where necessary for SEND pupils.</p> <p>Outdoor environment markings for VI to be reviewed.</p>	Contact outside agencies when necessary.	<p>SLT</p> <p>Site Manager</p> <p>SENDco</p>	Ongoing	The physical environment is maintained and access regularly monitored and adapted as required.



	<ul style="list-style-type: none"> <li>• Work with the moving and handling team</li> <li>• All fire escape routes suitable for all</li> </ul>	Train staff in moving and handling techniques when necessary.				
Improve the delivery of information to pupils with a disability	<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>• Braille</li> <li>• Pictorial or symbolic representations</li> <li>• Information for parents is accessible in a range of formats</li> <li>• Use ICT where appropriate</li> </ul>	<p>To provide information to parents and ensure it is accessible for all.</p> <p>Ensure that the school prospectus explicitly welcomes children with LDD.</p> <p>School to be able to produce symbols/signs to aid communication.</p> <p>Provide information in other languages for pupils and parents.</p> <p>Use ICT as a communication tool to parents (parent mail/website/electronic communication).</p>	<p>School will support and help parents to access information and complete school forms.</p> <p>Review prospectus.</p> <p>Purchase appropriate software and training in production of symbol/sign communication.</p> <p>Translator when possible.</p> <p>Website picture prompts/symbols.</p> <p>Text messages for HI impaired.</p> <p>Consideration of bank of information leaflets to assist those with VI and a range of language needs.</p> <p>Termly parents</p>	SLT School Office Site Manager SENDco	Ongoing as required	All stakeholders will have access to information through a range of communication methods.

			meeting and SEND review meetings undertaken to enable relevant sharing of information regarding the needs of individual pupils.			
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#### **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 governing body.

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

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

- Risk assessments
- Health and safety policy
- Equality information statement for publication
- Special educational needs (SEN) information report
- Anti-Bullying policy
- Safeguarding and Child Protection Policies

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Our building is on one floor	No action required		
Corridor access	The corridors are wide enough for wheelchair access	Corridors to be kept clear at all times	All staff	ongoing
Lifts	No lifts in school	No action required		
Parking bays	1x disabled parking bay	Parking bay markings painted as required To make clear to school users that children attending school have priority using the disabled bay	Site manager SLT/staff	As required ongoing
Entrances	All entrances into school have sufficient room for a wheelchair.	Make clear to users where those entrances are	All staff	ongoing
Ramps	2 x classrooms used by key stage two have ramps with their entrances Portacabin situated on outdoor playground has a	Regular checks for maintenance. Keep clear of debris PEEP's in place for SEND children	Site manager SENDco	Termly ongoing

	ramp			
Toilets	3x disabled toilets. These are allocated off the main entrance to school, along the corridor and in the Reception classroom	Regular checks for maintenance and appropriate signage.	Site manager	ongoing
Reception area	Double doors, flat and sufficient room to accommodate wheelchair access	No action required		
Internal signage	Clear signage around school including disabled toilets and parking as well as emergency exits	Regular checks for re-painting Maintenance checks for signage	Site manager	Ongoing
External signage	Following risk assessments of the outdoor area, clear signage/markings are visible.	Regular reviews of risk assessments	SLT	Termly or more frequent if required
Emergency escape routes	Emergency exits are clearly marked and regularly checked for access routes.  Consideration for our VI/HI pupils and their ability to recognise the need to vacate the building if there is a fire.	A fire alarm practice is completed each term The fire alarm is checked weekly  Purchase of the fire alarm specifically for VI/HI pupils, the need for flashing equipment and install PEEP's are in place for SEND pupils.	Site manager/SLT  SENDco	Ongoing  Summer Term 2024