

Crosby Primary School
Accessibility Policy
Reviewed Autumn 2023
Next Review Autumn 2024



Introduction

Crosby Primary School is a diverse and inclusive community that focuses on the wellbeing and progress of every child. The aim for our children is to be healthy, responsible citizens, building the knowledge and skills to succeed in later life, enabling them to become the best they can be.

Working with parents, carers and partner agencies we are committed to:

- Offering inspiring experiences within a motivating and challenging curriculum
- Developing creative thinking, positive risk taking and emotional resilience
- Supporting independent and collaborative learning
- Celebrating the diversity of our school community
- Providing a secure, nurturing and stimulating environment that promotes healthy minds and bodies for all
- Promoting shared values of responsible citizenship, trust, mutual respect and understanding
- Fostering strong, caring links with our whole community and an awareness of our place in the wider world

The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for children with special educational needs and disabilities.

Objectives of the Plan

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled children can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled children are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled children, so information is as available as it is for children who are not disabled.

Definitions

Definition of Disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day to day activities."

Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

Current Provision

Participation in the school's curriculum

Current-Autumn 2023

- Teaching Assistant support in class
- Specialised resources (e.g. foot blocks, scissors, non-slip mats, sit and move cushions, wedges, pencil grips, stablio pencils, radio aid system, braille resources)
- Appropriate risk assessments and health care plans
- Learning mentor support
- Consultation with external agencies to support the specific needs of individuals
- Extra transition for vulnerable pupils when needed
- Specialist advice from other professionals such as Physical Disabilities Team, Hearing Support, Visual Impairment Team
- Extra time for assessments
- Staff informed of individual children's needs

Physical Environment

Current-Autumn 2023

- Lift access to upper floors
- Contrasting colours
- No "incidental" steps
- Quality sound-proofing
- Hygiene room with hoist and shower
- Teaching Assistant support where required
- Accessible toilets
- Specialist evacuation aids

Delivery of Information

Current-Autumn 2023

- Correct size of printing
- Visual timetables in every classroom
- Staff trained in using Makaton
- Adaptations to the presentation of information e.g. background colour for slides, coloured overlays, size and style of font

Further Developments

Participation in the school's curriculum
<ul style="list-style-type: none">• Maintain every effort to ensure all children can participate in all aspects of the curriculum• Learning Mentor to access training for the role of Mental Health Champion• Increase number of decodable reading books and access to online texts for Key Stage 2• Continue daily phonics lessons for children who are still learning to read in Key Stage 2• Review of devices for all children to ensure access to remote/online learning• Continue to provide remote meetings where applicable e.g. phone calls for parents' meetings to discuss children's progress and sways for sharing information.• Home visits for all new Nursery (F1) children
Physical Environment
<ul style="list-style-type: none">• Continued development of disabled access to the new science garden• Ensure Reception (F2) environment accessible for all children
Delivery of Information
<ul style="list-style-type: none">• Information for vulnerable children to be translated in home language if required.

Responsibilities

- All staff are responsible for identifying and removing barriers to learning for children with disabilities.
- All leaders are responsible for improving accessibility within their areas of responsibility.
- The Governing Body is responsible for the approval of this plan.
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.
- The SENDCO is responsible for ensuring that all current children's needs are covered by this plan and for monitoring the effectiveness of the plan in meeting the needs of children with disabilities.

Review

This plan is reviewed annually.

Last reviewed Autumn 2023. Next review Autumn 2024