

CRADLEY C OF E VA PRIMARY SCHOOL

ACCESSIBILITY PLAN

Vision Statement: Enriching Lives

Policy written by: Mr A. Greaves

<u>Dates</u>				
Written	April 2004			
Reviewed	May 2006	Feb 2009	Feb 2013	
Amended	May 2006	Feb 2010	Feb 2013	
Next Review	May 2009	Feb 2013	Feb 2016	

CRADLEY C of E VA PRIMARY SCHOOL

ACCESSIBILITY PLAN AIMS AND OBJECTIVES

1. Statement

- 1.1, We believe that this Accessibility Plan is compliant with current legislation and requirements specified in Schedule 10, relating to disability, of the Equalities Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.
- 2, The Cradley CE Primary School Accessibility Plan has been drawn up based on information supplied by the Local Authority and in conjunction with pupils, parents staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provides a projected plan for the four year period ahead of the next review date. This plan was updated to reflect the new statutory requirements for the setting of Equality Objectives.
- 3, The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website.
- 4, We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness in the school.
- 5, The Cradley Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical. The Plan will contain relevant and timely actions to:
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
 - Improve access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environments of the school and physical aids to access education within a reasonable timeframe.
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various formats within a reasonable timeframe.

- 6, The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 7, Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 8, The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents;
 - Curriculum Policy
 - Equality Statement
 - Staff Development Policy
 - Health and Safety Policy
 - SEN Policy
 - Behaviour Management Policy
 - School Development Plan
 - Suitability Survey
 - School Prospectus and Vision Statement
- 9, The Accessibility Plan for physical accessibility is in response to needs identified by the school. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan.
- 10, The School Prospectus will make reference to this Accessibility Plan.
- 11, The Accessibility Plan will be published on the school website.
- 12, The Accessibility Plan will be monitored through the Children, Families and Community Committee.
- 13, The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Accessibility Action Plan 2013-2016

Development of Information and Data

Priority	Action Required	Success Criteria	Timescale	Responsible Person
Develop and utilise new tracking software to enable monitoring of progress of all groups within school.	Consultation with SIMs team at County and installation of SIMs Discover, used by all teachers and shared by Governing Body	All groups can be clearly tracked by new software	Completion of December 2013	A. Greaves, L. George
Different groups within the school monitored by the Curriculum and Achievement Committee on a regular basis – using school performance data and Raiseonline.	To be added to Curriculum and Achievement Committee Agenda	Governors monitor groups and ask knowledgeable and challenging questions related to the progress of these groups.	Ongoing	A. Greaves and the Governing Body. L. George
RAPS to be put in place in all classes to ensure that the progress of all pupil groups are monitored and strategies identified to maximise their achievement.	All teachers to write RAPS Assessment Co-ordinator and HT to monitor	All RAPS to be in place and revised to reflect monitoring of progress throughout the year.	Ongoing	A. Greaves, L. George and the Governing Body
Reorganisation of the Governing Body to ensure greater monitoring of all groups	Restructure the Committees to allow greater understanding and accountability	Committees re-organised and functioning well	Started September 2012 – ongoing	Governing Body
Availability of written materials in alternative formats	Review all school publications and promote availability in alternative	Information accessible by all	Ongoing	A. Greaves and the Governing Body

	formats			
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Consultation

Priority	Action Required	Success Criteria	Timescale	Responsible Person
Survey Parents/Governors on all aspects of school life on an annual basis	Questionnaire to be drawn up and put out in the Autumn term of each year	Increasing levels of response to the Questionnaire from parents	Yearly	Governors
Survey pupils on all aspects of school life on an annual basis	Questionnaire to be drawn up and put out in Spring term	Pupils all participate in responding to the questions posed	Yearly	Governors

Physical Improvements

Priority	Action Required	Success Criteria	Timescale	Responsible Person
Improve Early Years playground area, by further enabling the environment and allowing greater freeflow	See SDP	Enlarged and better resourced EYFS outdoor areas	2013-2014	D. Jones, A. Greaves
Improve the access and the security of the school at both main school entrance and main Nursery entrance	New hatch in entranceway and greater ease of communication as well as improved security.	Renovations take place and improvements seen.	2013-2014	A. Greaves
To improve access on to the playing field	Further steps to be cut into the bank from each classes outside area	Each class has individual safe access to the playing field	2014-2015	A. Greaves

Management and Co-ordination

Priority	Action Required	Success Criteria	Timescale	Responsible Person
To ensure that all policies are reviewed with the Equality Statement in mind	All Governors and staff to be made aware of this need	All policies reviewed with the Equality Statement in mind	Ongoing	The Governing Body and all school staff
Ensure the Accessibility Plan is monitored by Governors	To review plan as appropriate	Accessibility plan reviewed annually	Ongoing	Governing Body, especially Families Committee
Review TA Deployment	Review TA deployment on a yearly basis to ensure that it supports the needs of the children or groups of children	TA deployment reviewed	Ongoing	A. Greaves