

CROSCOMBE & STOKE ST MICHAEL FEDERATION ACCESSIBILITY PLAN 2023 – 2026

Croscombe is a Church of England Primary School and this policy has been written with reference to its Christian foundation. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure' in which they are able to Shine. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of Disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Areas of Planning Responsibilities

- Increasing Access for disabled pupils to the school curriculum. (This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of the school (This includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame)

Contextual Information

Croscombe C of E Primary is a Victorian building. A 1990s mezzanine floor created a first floor housing two classrooms, the ELSA / Intervention Space and a tech/server room. Further work in 2017 developed a second floor into the staff room. These are accessed by mean of two sets of stairs to the first floor, one of which is unsuitable for children and a further staircase to the second floor – also too steep to be accessible to children. The accessible toilet is available on the ground floor. At present we have no pupils, staff or parents who are wheelchair dependent or who have permanently restricted mobility. It is a difficult site to

make fully accessible and we are committed to making whatever changes are possible to improve access to all of our stakeholders.

Stoke St Michael Primary School is a single storey building opened in 1983. There is good access throughout the building and around the grounds. The accessible toilet is on the ground floor. Access from the car park is not as easy, as the pavement is very uneven. At present we have no wheelchair dependent pupils, parents or members of staff.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the schools that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Actions	Time	Responsibility	Progress Indicators
Teachers are confident to identify needs accurately so that they put in place appropriate support to increase access to the curriculum as needed	SENCO to facilitate regular workshops using the SGRT	Spring & Summer Term 2023 in the first instance leading to on-going and as required	SENCO Class Teachers	Meaningful outcomes are set and appropriate support in in place based on a child's needs and aspirations
	SENCO to monitor SEND Plans and outcomes	Termly	SENCO Class Teachers	
	Learning Walks/Lesson observations to take place	Regularly	Headteacher SENCO	
	Awareness of staff training needs (CPD) on curriculum	As required	Class Teachers SLT	

	access, specific learning needs (e.g. dyslexia, neurodiversity)			
All staff are aware of and have an understanding of specific disability needs	Staff access appropriate CPD e.g. ADHD, regulation (fight, flight, freeze response), dyslexia	As required	SENCO SLT	Confidence of staff increased
	Facilitate regular SEND/TA briefings	Weekly	SENCO	

Improving access to the physical environment of the schools

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Actions	Time	Responsibility	Progress Indicators
All staff are aware of the access needs of disabled children and staff	PEEP to be put in place for individual children	As required	Class teacher SENCO	Appropriate plans in place for disabled pupils and all staff aware of pupils needs
	Access plans for individual disabled pupils as part of the entry process when required	As required	SENCO	
	Awareness of staff, governors and parents access needs and meet as appropriate	As required	Headteacher	All staff and governors feel confident their needs are met
	Consider access needs during recruitment process	As required	Headteacher	Access issues do not influence recruitment and

	or change of circumstances			retention issues
All educational visits to be accessible to all	Ensure each new venue is vetted for appropriateness	As required	Class teacher SENCO	All pupils in school able to access all educational visits and take part in a range of activities
	Carry out personal risk assessments	As required	SENCO	
Classrooms are optimally organised and reviewed to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes as changes occur	On-going	Class teacher SENCO SLT	All pupils are able to access learning within the classroom environment
	Ensure toilets are accessible for all	As required	SLT	
	Ensure handrails/door handles are at appropriate heights as children move from their classroom	As required	SLT	
To ensure that, if possible, the layout of the school allows access for all pupils e.g. where children have physical disabilities that they are located in a classroom downstairs (Croscombe)	Implement through School Entry Planning Meetings/SLT discussion at times of transition	Ongoing	SLT	Children will be placed in the appropriate classroom space to meet their physical needs
	Consider needs of disabled pupils, parents/carers or visitors when considering	If required	Headteacher Governors	

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of

pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Actions	Time	Responsibility	Progress Indicators
To enable parents to access written material in alternative formats when requested	Provide information in simple languages, symbols, large print	As required	Office	All parents receive information in a form that they can access
	Provide information in other languages for pupils or prospective pupils	As required	SENCO EAL Coordinator	
	Make available school brochures, school newsletters and other information for parents in alternative formats where this is requested	As required	Office	
	Consider services available through the LA	As required	SENCO	
To ensure SEND Plans/Annual Review information be as accessible as possible	Develop child voice processes towards review	On-going	SENCO	Parents and children will be able to access information and give their views on

	Ensure parents have information required, in format to support any needs, prior to meeting	On-going	SENCO	outcomes
To ensure continued parental engagement	Implement a variety of communication channels (newsletters, emails, parent/teacher conferences, online platforms) to keep parents informed about school activities and their child's progress	On-going	SLT	Strong partnerships will be fostered with all parents
	Organise accessible parent workshops and information sessions on topics related to relevant topics of development and need	On-going	SENCO SLT	

Approved at FGB: Autumn Term 2023

Due for review: Autumn Term 2026

Signed (electronically): *Tracy Massey-Sturgess* (SENCO)