



# The Craylands School

## Accessibility Plan

### **Accessibility Plan 2017 - 2020**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School

Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. The Craylands School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three- year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events.

The information should be made available in various preferred formats within a reasonable time frame.

5. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. Where possible, all amendments should be made following an accessibility audit which should be carried out after three years.



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6. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

NOTE: This plan will need to be updated following the completion of the school audit; this will need to be updated as part of the school expansion process.

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.



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Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	All children with a disability have 1:1 support in and out of the classroom.	To continue to ensure any child with disability is supported in order to access the curriculum by relevantly trained staff.	Apply for HNF/EHCP as necessary for children with disabilities.  Appoint appropriate staff to support; ensure they have relevant training.	AENCO HT	Ongoing	Pupils with a disability will be supported by appropriate staff member and accessing the curriculum.
	1:1 trained in reading and writing braille converting texts and w/sheets into braille as necessary.	To keep those who work with VI child up to date with training.  Provide with necessary resources to use.	Purchase relevant equipment to enable resources to be made.	AENCO HT	Ongoing	VI child will have appropriate resources created to access the lessons.
	Careful consideration is taken for those children with disabilities in terms of school trips.	All school visits and trips need to be accessible to all pupils	Risk assessments to be carried out on school trips.  Careful discussions with parents and trip providers especially residential.	AENCO HT	Ongoing	Trips will be accessible for VI child.
	Support is provided for children with disabilities of a lunchtime. All children are invited to attend after school clubs.	Ensure disabled children can take part equally in lunchtime and after school activities	Ensure amendments made to clubs and lunchtimes as necessary as children progress through the school.	Supervising staff	Ongoing	Children will be able to access lunchtimes and after school clubs.



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Improve and maintain access to the physical environment	Continue to work alongside Sodexo to ensure environment is suitable for pupils with a disability.	Ensure the expansion of the school building and all works allow access for all children with disabilities to the physical environment.	Kent and Sodexo project managers/ contractors to work alongside the school to ensure it is accessible for all.	HT	Sept 2018	The building work will not impact on the use of the physical environment to anyone with a disability.  The new building will be user friendly for those with a disability.
	In staff room/parent and pupil support team room, information is provided for all children with a need.	To be aware of the access needs of disabled children, staff, governors and parents, carers Ensure the school staff & governors are aware of access issues	Regularly, all staff to be made aware of any member of the community with a disability who may require support.	HT PP support team	Ongoing	All members of the school community will feel supported by the school.
	Both doors on the main entrance can be unlocked to allow wheelchair entrance; single door is wide enough to allow wheelchair access.	Ensure everyone has access to reception area	Ensure that nothing is preventing wheelchair access	HT	Ongoing	All visitors will be able to access the school building.
	Disabled pupils have a PEP in place.	Ensure all staff are aware of their responsibilities in evacuation.	Ensure that all staff are aware of the PEP for these children.	AENCO HT	As soon as possible	In emergency drills, all staff will know how to successfully evacuate any child with a disability.



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Improve the delivery of written information to pupils	Continue to use methods to ensure children can access written information including: coloured paper coloured overlays brailled texts enlarged texts	Create appropriate resources in an easier way.	The school intends to purchase appropriate resource to make brailling an easier process.	AENCO HT	As soon as possible	Resources will be made readily available.
	Order any assessments in appropriate formats.	Ensure accessibility arrangements made for children to access assessments.	The school will order relevant amended papers.	HT AENCO	When relevant.	All children will be able to access end of year assessments.
	The parent/pupil support team do all they can to enable information to be accessed by all members of the community.	Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g . braille, other languages	HT PP support team	Annually	Staff more aware of preferred methods of communication, and parents feel included.



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### Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey building New expansion will have 2 storeys	Ensure 2 <sup>nd</sup> storey is accessible for disabled.	HT	Sept 2018
Corridor access	Corridors are accessible currently; cloakrooms can congest the corridors.	Ensure coats and bags are not on the floor in the corridors.	All staff Children	Regularly
Lifts	No lifts in 1 storey building There will be a disabled lift in expansion.	Ensure the lift is working in the expansion.	HT	Sept 2018
Parking bays	There are currently 3 disabled spaces.	Ensure these are used only by those with a disability/	HT	Ongoing
Entrances	Main entrance can be accessed by those in a wheelchair.	Ensure all entrances are clear.	All staff	Ongoing
Ramps	There are appropriate ramps for access purposes.	Ensure that the new build will be accessible via ramps.	HT	Sept 2018
Toilets	There is an accessible toilet in the main building and the mobile classrooms.	Ensure that there are accessible toilets for the new building.	HT	Sept 2018
Reception area	Reception area is clear and user friendly.	Ensure no displays block the reception area.	HT	Ongoing
Internal signage	Not brailled.	Braille the signs internally.	AENCO	As soon as.
Emergency escape routes	PEPs have been put in place for all pupils with a disability.	Ensure that all PEPs have been shared with all staff.	AENCO	As soon as