

Accessibility Plan

Our Vision

From tiny seeds, we grow and learn together

Our school vision is inspired by the parable of the mustard seed. When planted and nurtured by a loving community, every seed can grow and flourish.

Our school is like the mustard tree; a place where all are valued and belong.

Our children are like tiny seeds; in good soil they can grow as loving, courageous and joyful individuals, ready to branch out and be good news in an ever-changing world.

Our team of gardeners enable each unique child to flourish, removing barriers, and supporting growth.

Little people can do big things through love, courage and joy

Jesus told them a parable: “The Kingdom of Heaven is like a tiny mustard seed planted in a field. It is the smallest of all seeds but becomes the largest of plants, and grows into a tree where birds can come and find shelter.”

Introduction

This policy and plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education. This has placed three key duties on schools, which are:-

- *not to treat disabled pupils less favourably for a reason related to their disability*
- *to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage*
- *plan to ensure the school is fully accessible for disabled pupils*

The Policy

Definition of Disability

Disability is defined within the Disability Discrimination Act 1995 (DDA):

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"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 Objectives

- To reduce and eliminate barriers to accessing the curriculum and to ensure full participation in the school for pupils and prospective pupils with a disability.
- To ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

The DDA specifies that an Accessibility Plan should make provision for:-

- *Increasing the extent to which disabled pupils can participate in the school curriculum*
- *Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services*
- *Improving the delivery of information to parents of disabled pupils, taking account of views expressed by the parents about their preferred means of communication*

Principles

The school recognises its duty to:

- Ensure that compliance with the DDA is consistent with the school's Equalities Information and Objectives; the operation of its SEND policy and any other school policy that has a focus and impact on its disabled pupils, staff and parents/carers
- Not discriminate against disabled pupils, staff and parents/carers in admissions and exclusions or in provision of education and associated services
- Not treat disabled pupils, staff and parents/carers less favourably
- Take reasonable steps to avoid putting disabled pupils, staff and parents/carers at a substantial disadvantage
- Publish an Accessibility Plan.

The Accessibility Plan

- In performing their duties, the Headteacher, the Governing Body and all staff will have regard to the Disability Rights Commission (DRC) Code of Practice for Schools (2002);
- The school recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality
- The school provides all pupils with a broad, balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, promoting the development of a more inclusive curriculum
 - Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Accommodating the needs of disabled staff and parents/carers as far as is reasonably practical

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Activity

This section outlines the main activities and facilities which the school already has in place or undertakes in order to achieve the key objectives.

a) Education and related activities

The school offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise pupil access and to encourage wider participation. The school will continue to review provision and seek input from pupils, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

b) Physical environment

The school has in place full disabled access to all its facilities and ensures that there are sufficient washroom facilities designed specifically for disabled users. As has been best practice in the past, the school will continue to take account of the needs of its pupils, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises.

c) Provision of information

The school will make itself aware of local services, including those available through the LA, for providing information in alternative formats when required or requested.

Policy Review

This policy has been adopted by the Governing Body and is approved every three years unless a significant change requires agreement outside this timescale. In the meantime it is reviewed as necessary by the head teacher, and any resultant changes other than minor clarifications or amendments will be brought to the attention of the Governing Body.

Accessibility Action Plan

1. This Accessibility Plan has been drawn up in consultation with the, students, parents, staff and approved by the Governing Body of the school.

2. At Crookham C.E. (Aided) Infant School, we are committed to providing a fully 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 further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. Crookham Infant School is extremely well provided for in terms of enabling accessibility of provision for all pupils, staff and visitors to the school, and we continually strive to ensure this is both prioritised and taken in to account when considering future developments. The following areas will form the basis of the action Plan with relevant actions to:

- Review and improve access to the physical environment of the school including facilities provided within the classroom as required;
- Ensuring effective procedures for the delivery of written information for staff, parents and visitors with disabilities.

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- Incorporate reference to accessibility within curriculum planning documents and within Schemes of Work.
4. It is acknowledged that there will be need for ongoing awareness raising and training for all staff and pupils in the matter of disability discrimination and the potential need to inform attitudes on this matter.
 5. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Equalities Information and Objectives
 - Health & Safety
 - SEND
 - Behaviour
 - Child Protection
 - Anti-Bullying
 6. The school will be particularly alert to any needs arising from the requirements of newly enrolled students each September as well as in-year entrants where accessibility issues may arise.