



## Accessibility Plan 2024-2028

### **Purpose of the Plan**

The purpose of this plan is to show how Crookhill Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

### **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 of his or her ability to carry out normal day to day activities.

### **Legal Background**

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (A) He or she has a physical or mental impairment, and
- (B) The impairment has a sustainable and long-term adverse effect of his or her ability to carry out normal day-to-day activities.

### **Contextual Information**

The majority of the school building and playground is accessible for a child in a wheelchair, thanks to the DDA work completed in 2010. The school building has 2 lifts, as an alternative to steps, which are specifically designed for wheel chair use.

## Accessibility Plan/ Disability Equality Scheme Action Plan

School: Crookhill Primary School

Date Reviewed : March 2025  
Next Review Date: March 2028

Activities	Resources	Date achieved	Responsible	Outcomes
<b>1. Leading and monitoring the disability equality scheme</b>				
School policies and schemes of work refer to statutory Inclusion Statement. Our vision and value statements in relation to SEND and disabilities are explicit within policies, procedures and plans.	Staff meetings Governing Body meetings	As policies are renewed	HT and Subject Leaders, governors	Policies and Plans updated.
Ensure all staff are aware of how they can promote and support inclusion	Staff meetings / CPD	Ongoing	HT/SENCO	Staff are fully aware of how to promote inclusion in their classroom
<b>2. Promoting curriculum access for disabled pupils and adults</b>				
Resources are adapted and modified to the needs of pupils who require support to access the curriculum and to enable disabled pupils to make progress in all areas	Specialist equipment is purchased as required e.g. sloping boards, chairs, laptops Staff support/extra staff Advice on adapted/specialist equipment from LA. Sensory circuits and resources used to support pupils with sensory processing needs. Support from LINT	Ongoing as needs are identified	HT/SENCO, class teachers	All children can access the curriculum
Pupils with disabilities can	Computer suite in the break-out	Ongoing – assessments as	HT/Governors/LA/SENCO/IT	All children have access to ICT

access ICT. Specialist equipment or software available if needed.	space I Pads Laptops ICT in intervention rooms	children grow taller, equipment is changed	coordinator	
Curriculum resources and displays include examples of people with disabilities.	Books, stories, printed resources, displays include people with disabilities	Range of books in stock- regular review and reordering of appropriate stock Staff ensure classroom resources and displays include people with disabilities	HT/SENCO, class teachers	Clear presentation of physical abilities around school where appropriate Pupils fully involved in all areas of the curriculum
Curriculum progress is tracked for all pupils, including those with SEND Targets are set effectively and are appropriate for pupils with additional needs.	Arbor tracking	Termly pupil progress meetings Termly SEN meetings	HT class teachers	Pupils make good progress
School visits are made accessible to all pupils irrespective of attainment and impairment.	Extra staffing as required Risk assessments	Ongoing – regular and thorough risk assessments including pre-visits if appropriate	HT/Governors/Staff	All children are able to take part in all visits
Effective support is in place for pupils who need help with communication, language and literacy	Speech and language activities Activities and resources Staff training with Speech and Language specialist teachers SENCO and TA have completed ELKLAN training LINT staff work in school to support pupils with hearing and visual impairments Staff and children use basic sign language	Ongoing	HT/SENCO/Staff	All children are able to access all areas of the curriculum
To continue to ensure staff are able them to meet the needs of children with a range of SEN	LA training School CPD and resources Support from SENCO IEPs/EHCPs SEN review meetings	Ongoing	HT/SENCO/Staff	All children with a SEN are included on provision map which is updated termly.
<b>2 Improving the quality of information for and about disabled pupils and adults</b>				

<p>Provide information in a range of formats, including online access</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Visual Timetables</li> <li>• Adult support</li> <li>• Fire alarm with lights and Sounders</li> </ul> <p>Staff use simple language, symbols, large print, coloured print, makaton, BSL, to meet children's needs.</p> <p>School accesses LA interpreters when needed.</p> <p>Staff use basic sign language</p> <p>Staff provide memory/visual prompts for pupils.</p> <p>Open door policy – face to face communication, phone, text, email</p>	<p>Ongoing Daily/weekly contact</p>	<p>HT/SENCO/Staff</p>	<p>Delivery of information to pupils is improved and ensures access for all.</p>
<p>Ensure that parents who have a disability can receive information and reports by an alternative method</p>	<p>School accesses LA interpreters when needed. Alternative formats are provided as needed</p> <p>Staff speak directly to parents where literacy/understanding may be an issue</p> <p>Full induction with new parents so we can assess/identify any disability</p>	<p>Ongoing as required Home visit/induction prior to starting</p>	<p>HT/SENCO/Staff/SBM</p>	<p>School gets to know pupils and parents/carers well before they start. We can assess any concerns about communication/access to the school</p>
<p>PSHE curriculum, assemblies, workshops, anti-bullying week, Inclusion Week/Awards – focus on disabilities and raising awareness</p>		<p>Ongoing</p>	<p>HT/SENCO/PSHE lead/Staff</p>	<p>Inclusive ethos in school</p>

To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of Staff as needed	As needs identified	HT/SENCO/staff	All staff are able to support pupils as needed
<b>3 Improving the physical environment of the school and its services</b>				
Ensure that pupils and adults with physical difficulties can move around the school without experiencing barriers	Lifts Corridor width Disabled parking bays Disabled toilets Fire alarm with lights and Sounders Ramps Ramped/level walkway into school. Handrails fitted, induction loop. Level decking area	Ongoing Risk assessments as needed	HT/Governors/LA/SENCO Other agencies e.g. physiotherapists	The school is well equipped with ramps, stair lifts and appropriate paths/levels to ensure access
Ensure Emergency Evacuation covers pupils and adults with a disability	TA support, Personal Emergency Evacuation Plans put in place as required.	Ongoing Termly fire drills	HT/Governors/Staff	Plans in place for individual children when needed.
Ensure there is adequate access to toilets for disabled pupils, staff and visitors	3 disabled toilets Boys toilet fitted with handrail			

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resources Committee.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The priorities for the Accessibility Plan for our school were identified by: The Governing Body; Head Teacher; SENCO; School Business Manager

Date of next review: March 2028