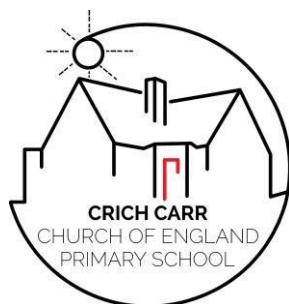


Crich Carr Church of England Primary School



ACCESSIBILITY PLAN Policy Number 3

	Date	Minute No.	Next Review date
Approved by Governors	November 2012	958	November 2015
Approved by Governors	November 2015	1224	November 2018
Approved by Governors	September 2017	1399	September 2020
Approved by Governors	January 2021	1655	January 2024
Approved by Governors			
Approved by Governors			
Approved by Governors			

To be reviewed: Every 3 years

Nominated Governors responsible for review: Ian Robson

Crich Carr Church of England Primary School

ACCESSIBILITY PLAN

Current Accessibility Arrangements Admissions

The Governors of Crich Carr Church of England Primary School are committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs to the School will be conditional upon:

- (a) The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, is dependent upon the School having access to all the relevant information.
- (b) Following the procedures which are set out in any school policies relating to Special Educational Needs E.g. Assessing Children's Educational Needs.
- (c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision.
- (d) Specific additional funding, if required.
- (e) Acceptance by the parents'/guardians that some educational opportunities, which take place offsite, may not be available. The above conditions will also apply, if a disability develops during the course of a child's education in Crich Carr Church of England Primary School.

Access to Buildings and Classrooms

Due to the location of the school, different areas of the site are situated on various levels. Both entrances to the main building are steep, with a small flight of steps. However, once inside the ground floor teaching area, access is fairly simple, although another flight of steps must be negotiated to reach the toilets. It is important to note that this area mainly serves the infant class and the junior classroom is located on the first floor which can only be accessed via a staircase.

All fire exits involve steps except one, to the rear of the ground floor, which has a very narrow walkway, making access involving a wheelchair extremely difficult. **Playground**

Available for all pupils. Access is available without the need to use steps.

Field Area and Allotment

Access is via a long, steep path through the wood. Paths at the top would be unsuitable for wheelchairs.

School House

Access to the 'Breakfast and after School Club' can only be gained using a long flight of steps.

Evacuation Procedures

The school's Fire and Evacuation Policy lays down basic procedures for the safe, efficient evacuation of the school buildings.

Where practicable these procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Plan for the pupil.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should, as far as possible, have access to a full and broad curriculum, similar to that followed by their peers.

Decisions relating to support and resources are taken on an individual basis following a full assessment of a child's needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education, Health and Care Plan for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy:

- Input from specialist (external) teachers
- Technological enhancements
- Adaptation of teaching materials

The School's computer network provides access to pupils in all locations.

In constructing the school timetable, the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities. In conjunction with the School's SEND coordinator, teachers will assess a pupil's need for support, with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with national tests or national qualifications.

The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at Crich Carr Church of England Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom such as;

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Where appropriate, arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with the County's Advisory Services.

Action Plan It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The following Action Plan shows how the school will address the priorities identified in the plan.

Target	Strategies	Staff involved	Time Scale
To provide training for teachers / TA's on differentiating the curriculum for disabled students.	Undertake an audit of staff training requirements	Class teachers	Ongoing
Organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students	Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students	Class teachers	Ongoing

Management of the Plan

- The Buildings, Health and Safety Committee of the Governing Body will be responsible for the strategic direction of the School's Accessibility Plan.
- The Finance Committee of the Governing Body will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Headteacher will be responsible for the day to day implementation of the plan. □ Progress of the Plan's Priorities will be reported to the Full Governing Body at least once per year.

Signed.....Date.....

Chair of Governors: