



Crestwood School Accessibility Plan

2022-2023

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At The Crestwood School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Head Teacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document .

At Crestwood School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) Crestwood School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Crestwood School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The Assistant Headteacher/SENCo (Special Educational needs co-ordinator) who oversees the SEN students in school is T Harding and the deputy SENCo is L Baker and they can be contacted through the main switchboard on 01384 686850.

- 5) The Crestwood Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
 - Increase access to the curriculum for pupils with a disability, expanding 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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve 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 timeframe.
- 6) The Crestwood Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 7) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 8) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Management Policy
 - Equal Opportunities Policy
 - Health & Safety Policy
 - School Prospectus
 - School Improvement Plan
 - Special Educational Needs Policy
 - CPD programme
- 9) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior 5 to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 10) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 11) The Accessibility Plan will be published on the school website.
- 12) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

- 13) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 14) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- **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,**

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. We liaise with outside agencies the main ones including the VI and HI service, the Physical and sensory service, speech and language and autism outreach. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views. Every parent of a child on the SEN register is invited to meet with a member of staff once a term to discuss their child's disability and the effects it has on them in terms of accessing the curriculum, with view to improving the access. Parents are welcome any time to discuss any problems that might occur between meetings.

Physical Environment

The school is mainly on one level, with wide corridors, so Disabled pupils have good access to the building. The TDC has recently been refurbished. The doors and entrance threshold were widened and a new disabled WC installed. The new carpark accommodated disabled parking. The swimming pool corridor is DDA compliant. Disabled students can also participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: after-school clubs for pupils with physical impairments who have an authority taxi, school trips for pupils with medical needs, but we can often find ways to get round this. There are very few parts of the school to which disabled pupils have no access now, just 4 classrooms which are upstairs in D block and 3 of the 6 science rooms.

Curriculum

There are very few areas of the curriculum that disabled students do not have access to. Each pupil is treated individually. For example one of our pupils cannot access football and rugby, so does swimming instead. Some students have a teaching assistant with them in PE, so they have support to help them access the curriculum safely. Some students have Teaching assistant support in lessons where they have access to machinery or chemicals to make sure they can access these activities safely.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a three storey building in the main block with wide corridors and several access points from outside. The main teaching block has a lift which can be used in the event of fire. The hall is on

the ground floor and is accessible to all. School staff are trained in the operation of the lift when relevant. Training is reviewed annually.

On-site car parking for staff and visitor includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one off the hall, one in the sports hall and one next to the swimming pool. This year another one was put in the bungalow. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. In the last 3 years the lift in the main teaching block has had a major refurbishment to make sure it meets fire regulations. There has been a new ramp fitted in the hall which gives wheelchair access to the main hall. All new doors that have been replaced are wider to make them more accessible. Induction is planned well, with risk assessments, care plan and peeps all in place ready for the new academic year. We have bought equipment to be able to shower disable students who need to sit down to shower. Equipment used by the Hearing impaired students has been upgraded. We have also bought some stools with backs for disabled students to use in science, D & T and art.

5. Management, co- ordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The governing body will work closely with the authority and the MAT.

6. Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Short Term				
Targets	Strategies	Timescale	Responsibilities	Success criteria
To liaise with Primary school feeders to review intake for Sept 2017	To identify pupils who may need additional to or different from usual provision	As soon as possible	SLT SENCo	As much as possible everything is in place for a smooth transition.
To review all policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010	On going	SLT SENCo All staff	All policies clearly reflect inclusive practice and procedure.
To establish close liaison with parents	To ensure collaboration between all key personal	On going	Key staff All staff	Clear collaborative working approach.

To establish close liaison with outside agencies for pupils with in going health needs. Eg pupils with epilepsy or mobility issues	To ensure collaboration between all key personal.	On going	Key staff All staff	Clear collaboration working approach.
To ensure full access to the curriculum for all pupils	Advice from Specialist advisory teachers CPD for all staff. A differentiated curriculum A range of support staff Multisensory activities Use of specialised equipment	On going	Key staff All staff	Advice taken and strategies evident in classroom practice.
Medium Term				
To review attainment of all SEN pupils	Class teachers/ SENCo/ SLT Regular liaison with parents	On going	Classroom teachers SENCo/ support staff SLT	Good progress is made towards targets. Where progress has not been made it is addressed.
To monitor attainment of G & T pupils	Staff adhere to G & T policy	On going, but recorded termly	All staff	Able G&T pupils make proportionate progress. Achieve above average results.
To promote the involvement of disabled students in classroom activities.	By providing access and equipment to aid involvement, eg wheelchair access, screen magnifiers, reading rulers, backed stools etc	On going	All staff	Pupils have access to the curriculum
To evaluate and review the above targets annually	Check objectives are still appropriate and that targets have been met.	Annually	Governors SLT SENCo	All pupils make good progress

To deliver findings to the Governing body	At Governors meetings	Key meetings	Governors SLT SENCo	Governors are fully informed about SEN provision and progress.
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Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Short Term				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site and premises, such as improving access, lighting, facilities and fittings.	On going	SLT Site manager	Enabling needs to be met where possible.
Ensure visually stimulating environment for pupils	Colourful lively, informative displays in classrooms and shared areas.	On going	All staff in their designated areas.	Lively and inviting environment maintained
Ensuring all with disability are able to be involved.	Student voice Student council SEN termly meetings Being available if there are any concerns.	On going	Key staff All staff	Disabled pupils are listened to and their opinions valued.
To ensure medical needs of all students are met fully within the capability of the school	Asthma policy followed Rules on medication are followed. Care plans are drawn up We have staff who are trained first aiders	On going	Key staff All staff	We cater for individual medical cases

Ensuring disabled parents have every opportunity to be involved.	Utilise disabled parking spaces. Making sure access is good to parent meetings and they have been told where the disabled toilets are.	On going	Key staff All staff	To ensure that disabled parents are not discriminated against and are encouraged to take an interest and be involved in their child's education.
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Medium Term				
To make sure future projects are DDA compliant.	The planned extension and exit to new landscaped area to the rear of the kitchen will be DDA compliant.	Scheduled to begin this year	SLT	All new work carried out is DDA compliant.
To make sure future projects are DDA compliant.	The planned retractable seating in the hall will accommodate space for wheelchair users along the front row	Scheduled to begin this year	SLT	All new work carried out is DDA compliant.
To make sure future projects are DDA compliant.	Any future fire alarm upgrade considers the hearing impaired by installing flashing 'visual' smoke detectors/sounders	On going	SLT / Site manager	There will be flashing 'visual' smoke detectors/sounders as the new fire alarms are upgraded
To improve community links	The school to have strong links with the community and lead in good disability protocol.	On going	Key staff	Improve disability awareness in wider community.
To continue to develop outside facilities eg maintain seating areas.	When improving outside area for all students, check that it improves facilities for disabled pupils too.	On going	Key staff	Inclusive pupil friendly outside areas.
To ensure driveway, roads, paths around school are safe as possible	Rules on where pupils are allowed to go.	On going	Staff on duty Ground staff SLT	The site is safe.

Long Term				
To improve access to all areas of the school	Access to D block upstairs and upstairs science rooms. At present, these areas can be accommodated through timetable arrangements.	No date planned yet	SLT	Disabled students will have access to all areas of the school

Aim 3 : To improve the delivery of information to disabled pupils and parents

Short Term				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To have a strong relationship with the parents of disabled pupils.	Regular communication with parents. Termly invites. Parents to feel that we can arrange a meeting at quite short notice if there is a concern.	On going	Key staff initially All staff	Parents feel that they are involved in their child's care and education in school. That we are a team together to make things the best they can be.
To liaise with outside agencies to get professional advice on best next steps.	To refer students to outside agencies if we feel they could benefit from some professional advice. Liaise without side agencies who monitor pupils in school	On going	Key staff initially All staff	We have professional advice in school on how to make access the best it can be.
To enable improved access to written information for pupils, parents and visitors.	Profiles continually updated on the network with advice on strategies to help pupils. Use of Space, so parents can access info on their child electronically at home.	On going	SENCo All staff	Parents, pupils have better overview
Medium Term				

To review pupils records ensuring school's awareness of any disability.	Information collected about new pupils from primary school's etc. Records/ profiles available to staff who teach them. Annual reviews Email all staff updates.	On going Printed off annually	SENCo All staff	Each teacher/staff member is aware of disabilities of students in their class and how they can support them
Long Term				
In school record system to be reviewed and improved when necessary	Record system to be reviewed	On going	SLT	Effective communication of information about disabilities throughout school