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Responsible Gov Committee:	HSP
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Accessibility Plan

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the 'Equality Act 2010' and 'SEND, Code of Practice 2015.

It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils" issued by DCSF in July 2002.

Crofton School strives to provide a community setting where all stakeholders are encouraged to be kind, to be curious, to be ambitious and be responsible.

- Everyone is valued and respected
- Kindness and good humour are held in high regard
- Effort and achievement are celebrated
- Everyone is supported and included
- Failure can be positively turned into success
- Endeavour and commitment are treasured
- Enterprise is encouraged
- Everyone feels safe and secure
- Healthy lifestyles are promoted
- Happiness, fun and contentment are important
- Everyone is encouraged to develop and appreciate that learning is life

Objective

The primary objective of this plan is to reduce and eliminate barriers to access the curriculum and to full participation in the school community for all learners, and prospective learners, with a disability.

In the SEND Code of Practice 2015 under section 'Equality and Inclusion' it states.

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations'.

By adhering to this code of practice Crofton School believe this will allow all learners to fulfil their potential.

Definition

Disability is defined by the Equality Act 2010 as follows:

“You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.”

The definition is broad and might include people with a learning disability, sensory impairment, severe dyslexia, diabetes or epilepsy, people who are incontinent, or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy.

Principles

Crofton School is committed to providing an environment that enables full curriculum access, and 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. Crofton School values diversity and aims to encourage respect for every individual.

In addition the school has a duty to promote understanding of the needs of people with disabilities amongst all stakeholders and to take active steps to reduce prejudice and discrimination.

The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s rights to confidentiality.

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles and endorses the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to students’ diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students

In performing their duties, governors and staff will follow the ‘SEND Code of Practice 2015’ and also adhere with the latest curriculum guidance relating to ‘Inclusion’. A link has been provided below.

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>

This compliance is consistent with the school’s aims and Equality policy and the operation of the school’s Special Educational Needs and Disabilities (SEND) policy.

Activity

a) Education and related activities

The school will continue to seek and follow the advice of Children's Services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, giving consideration to improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

c) Provision of information

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

Promotion of policy to staff

The school will:

- Ensure that all staff are aware of their responsibilities to students, other staff and visitors and that regular and appropriate training is provided.

Monitoring, evaluation and review

The governing body is the responsible body under the terms of the DDA. The governors are responsible for making sure that this plan and associated procedures are followed. The Headteacher shares this responsibility and is also responsible for ensuring that the plan is readily available, regularly evaluated and reviewed.

All staff are responsible for promoting the objectives of this plan. Incidents which contravene the plan should be reported to the Headteacher, Designated Safeguarding Lead, the Sendco and/or the Operations Director.

Linked Policies

This policy will contribute to the review and revision of related school policies e.g.

- Admissions Policy
- Behaviour Policy
- Curriculum Policy
- Equalities Policy
- Special Educational Needs Policy
- Health and Safety Policy
- School Improvement Plan