



Crosscanonby St John's CE Primary School Accessibility Plan 2016-2017

Purpose of the Plan

The purpose of this plan is to show how Crosscanonby St John's CE 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 on his or her ability to carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Crosscanonby St John's CE Primary School aims to treat all stakeholders; pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, in order to allow them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The majority of the school building and playground is accessible for all as it is on one level throughout.

The Current Range of Disabilities within Crosscanonby St John's CE Primary School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, ADHD and a range of allergies, such as food allergies. We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

All medical information is collated and available to staff, on the staff noticeboard, and the medical file in the admin office. We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a secure office which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

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Targets	Strategies	Outcome	Time	Monitoring
Equality & Inclusion				
To ensure equality of access for all.	SEND Pupils identified early and curriculum planned to meet needs of learners.	All ASC pupils will have equal access to the curriculum.	2016-2017	Head Teacher (SENDCo) & Govs
To ensure smooth transition between year groups/schools/providers	Meet with other providers well before transfer/transition.	All necessary arrangements/equipment are in place before transfer.	On-going	Head Teacher (SENDCo) & Govs
To ensure that all policies consider the implications of disability access.	Consider during annual review of policies.	Policies reflect current legislation.	On-going.	Head Teacher (SENDCo) & Govs
Physical Environment				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access, if necessary & reasonable.	On-going.	Head Teacher (SENDCo) & Gov
Curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	Targeted staff CPD	Staff are able to enable all children to access the curriculum.	On-going.	Head Teacher (SENDCo) & Gov

To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Discuss termly at pupil progress meetings	Head Teacher (SENDCo) & Gov
Written & Other Information				
To ensure that all parents and other members of the school community can access information.	Inform parents/carers that written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	Head Teacher (SENDCo) & Gov
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	Head Teacher (SENDCo) & Gov