

Crawley Ridge Junior School



Accessibility Plan

Purpose of Plan

This plan draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002, together with information from the Equality Act 2010 and “Making Surrey Schools Accessible”, published by Surrey County Council in June 2004. This plan is intended to assist in auditing the existing provision and access arrangements of the school, and question whether improvements are necessary to allow all pupils to engage in the full curriculum. It is not exhaustive but actively questions how the school can improve on current arrangements. This plan is drawn up and agreed by the Head teacher, Inclusion Manager and governing body.

The plan concentrates on 3 main areas: -

- a. 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.
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Definition of Disability

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

- a. He or she has a physical or mental impairment
- b. The impairment has a sustainable and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan should be read in conjunction with the following other school policies / documents: -

- a. Health & Safety Policy
- b. Behaviour Policy
- c. Special Educational Needs Policy
- d. Child Protection Policy
- e. Curriculum Policy

Identifying Barriers to Access

Physical Access

Area	Current Status	Potential Issues	Actions which would be required
<p>The layout of areas allows access for all pupils including easy movement of wheelchairs, such as:</p> <p>Academic areas: eg, classrooms, hall, library</p> <p>Sporting areas: eg, gym, outdoor sporting facilities</p> <p>Social areas: eg, dining hall, reception, common room</p>			
Main building – upper floor	Fully accessible	Swing double doors	Would perhaps require mechanisms to allow independent wheelchair users to open & close doors.
Main building – ground floor	Partially accessible External doors lead to ramped access through the hall. Path around the outside of the building enables wheelchair users to move between the different levels of the school.	Stairs Exits from both Year 3 classrooms to outside have stepped exits. Exit from Year 4 classroom to outdoor corridor has a stepped exit. Fire exit from Year 4 classroom to outside has a stepped exit.	Stair lift/transporter may be required to move wheelchair users. May not be suitable for some wheelchair types. Work to level exits could be required. May not be suitable for some wheelchair types. Work to level exits could be required. May not be suitable for some wheelchair types. Work to level exits could be required.
Studio building	Partially accessible	All exits except main entrance are stepped exits. Currently no disabled toilet.	May not be suitable for some wheelchair types. Work to level exits could be required. Ground floor toilet available in main building however in future a disabled toilet could be considered.
Graitney 1	Fully accessible	Currently no disabled toilet.	Ground floor toilet available in main building however in future a disabled toilet could be considered.
Graitney 2	Fully accessible		
Other areas			
Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed.	Disabled toilets are available on both floors.	Lack of appropriate equipment	Hoists and changing beds may need to be installed.
Pathways around school	Paths and steps are well	Not all outdoor areas are	Some changes to outside

are safe and well signed. Parking arrangements are logical and safe.	maintained.	fully accessible to those with limited mobility.	areas might be required for people with some limited mobility.
Emergency and evacuation systems inform all pupils. Alarms are visual (flashing) as well as auditory	Alarms throughout the building.	Alarms are auditory only.	Flashing alarms may need to be installed.
Tactile signs, including lifts with tactile buttons help disabled learners to use the building.	No lifts and no tactile buttons or runners.	Lack of appropriate resources.	May need to consider tactile signs and buttons for any potential disabled learner.
Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	Signs are easy to read. School is decorated in neutral colours.	Displays can be brightly coloured.	Some aspects of decor may require adjustment for certain impairments.
All areas are well lit.	School is generally well lit internally.	Adequate internally.	Some changes could need to be made to further help those with visual impairments.
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	First floor classrooms are well insulated for noise. Pupils can be equipped with aids.	Noise levels may be a problem in 'The Hub' or in corridor areas.	Ear defenders may need to be supplied to children. Screens may be needed to reduce noise levels in some areas.
Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc	Adjustable chairs etc available for staff. One specialist height adjustable seat being used by one current pupil. Wobble cushions available for pupil comfort.	Some children with particular disabilities may be uncomfortable.	Adjustable tables and chairs may need to be provided for certain physical impairments.

Curriculum Access

Area	Current Status	Potential Issues	Actions which would be required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Teachers are up to date with relevant training.	Pupils may join the school with conditions which are new to the staff.	Further training may be required to allow teachers and TAs to fulfil their duties working with some certain disabilities.
Classrooms are optimally organised for disabled pupils.	Classrooms are organised to suit current cohort.	Mobility around some classrooms could be hindered by current layout.	Changes to layouts might be required to suit some disabilities.
Lessons provide opportunities for all pupils to achieve, ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	Lessons are varied to suit class needs.	A pupil's needs are not being met.	Additional training for relevant staff.
All pupils are encouraged to take part in music, drama, and physical activities	Wide range of class and extra-curricular activities available to all.	A pupil's needs are not being met	Activities may need to be further adapted.
Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Up to date training ensures staff manage disabilities appropriately. Health plans are written and shared to address individual cases	A pupil's needs are not being met	Further training may be required to allow teachers and TAs to fulfil their duties working with some certain disabilities.
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport.	Up to date training ensures staff manage disabilities appropriately.	A pupil's needs are not being met	Further training may be required to allow teachers and TAs to fulfil their duties working with some certain disabilities.
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils.	ICT equipment is currently up to date for current school cohort.	A pupil's needs are not being met	Further additions may be required for certain disabilities.
School visits, including foreign visits, are accessible to all pupils, regardless of attainment or impairment.	School visits are designed to be open and accessible to all members of the current cohort. Risk Assessments consider any additional needs of vulnerable pupils.	A pupil is not able to access the trip.	Further action may need to be taken to ensure visits are open to those with certain disabilities.
All staff have high expectations for all pupils.	Expectations and targets are set by staff in liaison with Inclusion Manager to ensure pupils are being suitably challenged within their achievable limits.	A pupil may not be making expected progress from their individual starting point.	Further training may be required to allow teachers and TAs to fulfil their duties working with some certain disabilities.

All staff strive to remove barriers to learning and participation.	Up to date training ensures staff manage disabilities appropriately.	A pupil's needs are not being met	Further training may be required to allow teachers and TAs to fulfil their duties working with some certain disabilities.
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Information Access

Area	Current Status	Potential Issues	Actions which would be required
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.	Up to date training ensures staff manage disabilities appropriately.	A person's needs are not being met.	Further training may be required to allow teachers and TAs to fulfil their duties working with some certain disabilities.
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans Serif size 12 or larger on buff paper.	Fulfilled. Allowances are made for pupils requiring different colours of paper, styles of font etc. Outside communication via letter/ParentMail in a standard format.	A person's needs are not being met.	Further adjustments may need to be made.
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Fulfilled.	A person's needs are not being met.	Further adjustments may need to be made.
The school ensures that both in lessons and parents' meetings, information is presented in a user-friendly way, eg, by reading aloud, using whiteboards/PowerPoint presentations etc.	Fulfilled	A person's needs are not being met.	Further adjustments may need to be made.

Suggestions for Improving Access to Crawley Ridge Junior School

Physical Access

Long Term

Targets	Strategies	Outcomes	Time Frame	Achieved
To review regularly and at least annually as part of the LAB Terms of Reference, all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities.	To track progress against original audit information.	Suitable physical access to the school for staff, pupils, parents and others.	Ongoing	Ongoing
Regular review of premises.	To ensure accessibility status is up to date with regards to both state of school and current cohort.	Suitable physical access to the school for staff, pupils, parents and others.	Ongoing	Ongoing

Curriculum Access

Long Term

Targets	Strategies	Outcomes	Time Frame	Achieved
To review regularly and at least annually as part of the Provision Mapping, all staff, TA and Inclusion Manager training to ensure it is up to date with current guidelines and practical for current cohort.	Training log to be maintained.	Up to date training ensures staff manage disabilities appropriately.	Ongoing	Ongoing

Medium Term

Targets	Strategies	Outcomes	Time Frame	Achieved
To review regularly and at least annually as part of the Provision Mapping, all staff, TA and Inclusion Manager training to ensure it is up to date with current guidelines and practical for current cohort.	Audit skills and competencies of teaching staff; identify teachers to benefit from training in differentiation by teaching and learning style.	Up to date training ensures staff manage disabilities appropriately.	Ongoing	Ongoing