



Crossley Hall Primary School

Accessibility Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Crossley Hall Primary School buildings are well designed to meet the needs of disabled pupils:

- all classrooms except two are on the ground floor;
- use of these classrooms can be rotated to meet pupils' needs;
- all public-access rooms, including all entrances, toilets and hall are on the ground floor, all with accessibility ramps;
- the use of four disabled toilets, two of which have fixed hoists.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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".

Key Objective

To reduce and eliminate barriers to access to the curriculum and to fully participate in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).
4. 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 right to confidentiality.
5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key

principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

Activity

Crossley Hall Primary School has identified the following points for action in order to achieve the key objective:

a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils. They are aware that Quality First Teaching is paramount.

The school will continue to seek and follow the advice of LEA 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 pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and more accessible facilities and fittings. In particular, the cost of installing two lifts to our first floor classrooms will be investigated;

c) Provision of information in other formats

The school is aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Linked Policies

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

- School Improvement Plan
- SEN policy
- Equal Opportunities policy
- curriculum policies

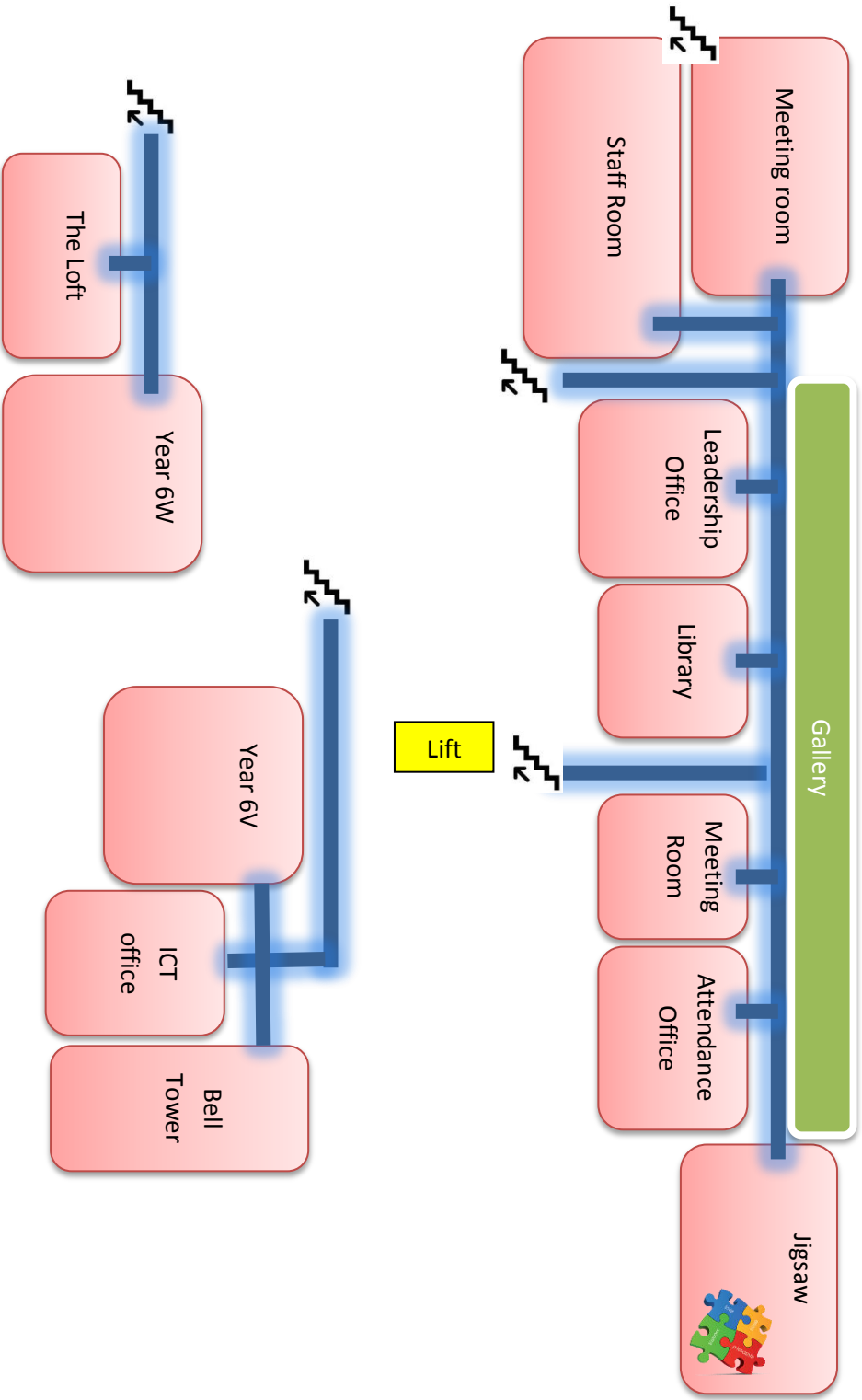
Appendix

Date of Plan: March 2016

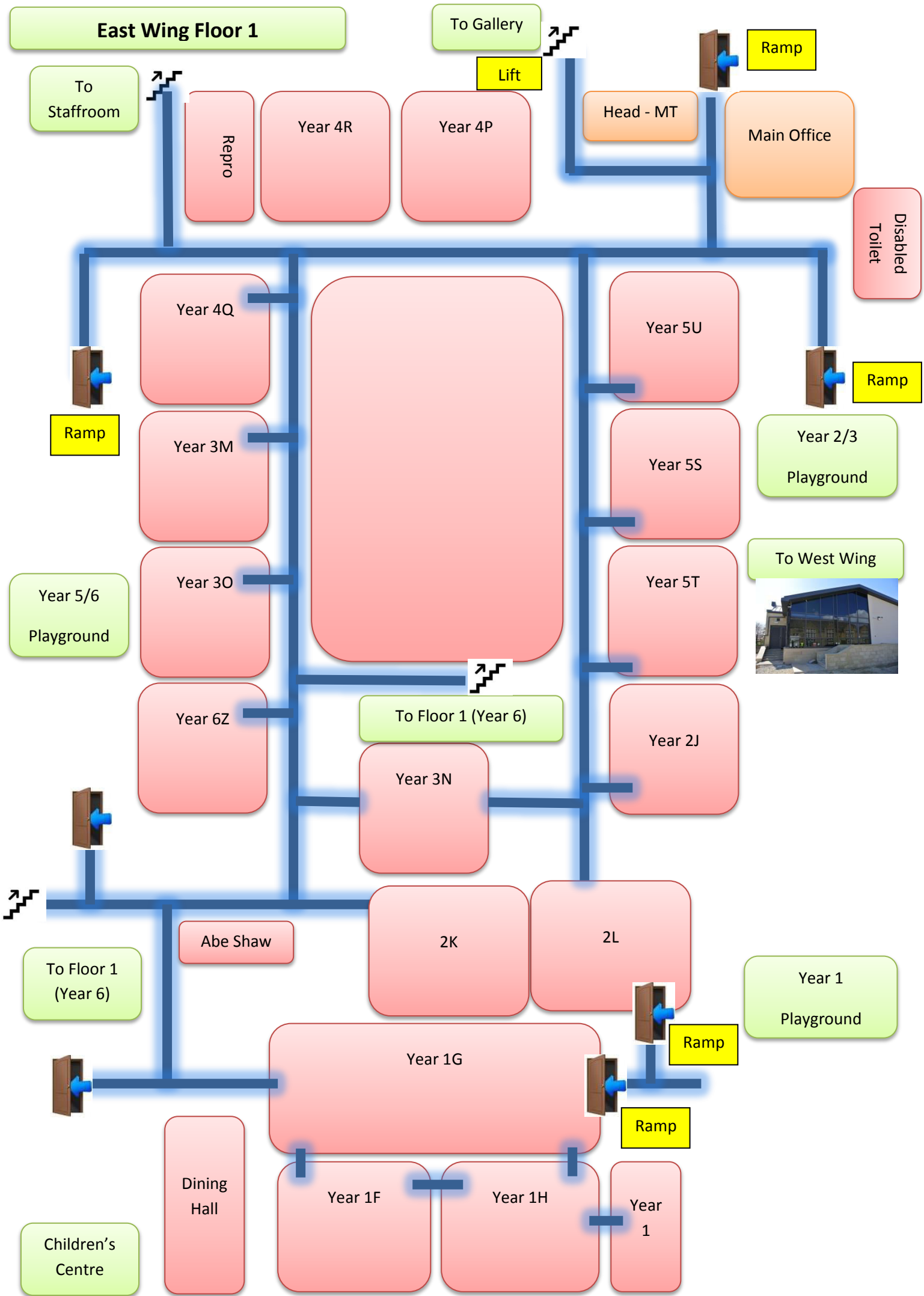
Date of Review: July 2017

The plan is also available in the following formats, on request to the Headteacher: email; enlarged print version; other formats by arrangement.

East Wing Floor 2



East Wing Floor 1



The West Wing

