

CRAVEN PRS



ACCESSIBILITY PLAN

Drafted	Ratified by Management Committee	Amendment Made	Review Date
	Mar 2010	New Policy	Mar 12
			Mar 13
			Mar 15
MAR 22		UPDATED ACCESSABILITY PLAN	MAR 22

	Print name	Signature	Date
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On behalf of Management Committee	ROBERT BELLFIELD		MARCH 2022

CRAVEN PUPIL REFERRAL SERVICE

ACCESSIBILITY PLAN

Introduction

The Special Educational Needs and Disability Act 2001 (SENDA) extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

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

The Special educational needs and disability code of practice: 0 to 25 years (2015) states the statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Our Commitment

This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from September 2021–July 2024..

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Craven Pupil Referral Service plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve 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.
- 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 the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Professional Development

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Admissions

The admission of a child with Special Educational Needs to the School will be conditional upon:

- (a) The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information
- (b) Following the procedures which are set out in any school policies relating to SEND e.g. Assessing Children's Educational Needs
- (c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision
- (d) Specific additional funding from the LA, if required
- (e) Agreement about the stages for which entry is being offered. In particular, transitions between school/provisions.

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	Features
Upper Building	<p>All classrooms have either flat or ramped entrance and exits.</p> <p>There is the provision of a disabled toilet.</p> <p>Corridors are wide enough for wheelchairs to be used.</p>

Lower Building	<p>Entrance to the building is via an emergency door or via ramps.</p> <p>Classroom entrances have flat floor entrances and wide doors with low handles.</p> <p>Access to the toilet is in the main building.</p>
Hall	Main entrances are flat allowing for easy wheelchair access. Two fire doors have a step down to the outside playground. These need future re-modelling. (See Action Plan).
Playground	Available for all pupils. Access is available without the need to use steps.
Field Area	Available for all pupils.
Jubilee Garden (allotment)	Garden can be accessed without using steps. And funding has been sought to create an allotment in the garden area.
Entrance Paths	All clear of steps allowing easy access for all pupils and parents.

The Main Building and the Lower Block are approximately 100m apart.

Evacuation Procedures

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

Other Relevant Policies

The Accessibility Plan should be read in conjunction with the following policies, strategies, and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning File

Access Audit

The Action Plan for accessibility relates to the **Access Audit** of the School, which is undertaken regularly by the School and the Local Authority. This audit considers the following three areas:

- Physical Access
- Curriculum Access
- Delivery of Written Information

It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Attached is a set of action plans showing how the school will address the priorities identified from the recent audit.

New plans will be drawn up every three years.

APPENDIX 1

CRAVEN PUPIL REFERRAL SERVICE

ACCESSIBILITY AUDIT

Self-Audit – Accessibility

Curriculum:	Yes	Some	No
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.	X		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		X	
Are your classrooms optimally organised for disabled pupils?		X	
Do lessons provide opportunities for all pupils to achieve?	X		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	X		
Are all pupils encouraged to take part in music, drama and physical activities?	x		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in activities, for example some forms of exercise in physical education?	X		
Do you provide access to computer technology appropriate for students with disabilities?		X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X		
Are there high expectations of all pupils?	X		
Do staff seek to remove all barriers to learning and participation?	X		
Physical surroundings:	Yes	Some	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, library, gymnasium and outdoor sporting facilities, playgrounds, and common rooms - allow access for all pupils?		X	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		X	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X		

Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		X	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			X
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			X
Are areas to which pupils should have access well lit?		X	
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics and noisy equipment?		X	
Is furniture and equipment selected, adjusted, and located appropriately?	X		
Access to the written word	Yes	Some	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		X	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g., by reading aloud, overhead projections and describing diagrams?	X		
Do you have the facilities such as ICT to produce written information in different formats?	X		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		X	

