



# Cronk y Berry

## Accessibility Plan

Signed by:

\_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

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## **Statement of intent**

This plan outlines how Cronk y Berry Primary aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2017 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the DESC will have regard to the need to allocate adequate resources in the implementation of this strategy.

The DESC and the school also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- External partners.

## 1. Roles and responsibilities

The headteacher and deputy headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the DESC and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO (Special Needs Coordinator) and SPC (Specialist Provision Centre) manager will be responsible for:

- Working closely with the headteacher and deputy to ensure that pupils with Additional Needs are appropriately supported.
- Ensuring they have oversight of the needs of pupils with Additional Needs attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

## 2. The Accessibility Audit

An Accessibility Audit took place at the school in January 2024 highlighting aspects for improvement. A copy of the audit has been shared with Department Of Infrastructure (DOI) who are responsible for the maintenance of the building and site and can then decide if they need to include recommendations in their future plans for the school. The School Plan identifies how actions are connected to the Specific Priorities (SP) outlined in the Department of Education Sport and Culture Accessibility Plan 2024 – 2027 working to the following priority timescales:

In future a regular Accessibility Audit will be lead by the SENCO and SPC manager . The audit will cover the following three areas:

- **Access to the curriculum** – the SENCO and SPC manager will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the SENCO and SPC manager will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the SENCO and SPC manager will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the SENCO and SPC manager will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Part 1: Access to the Curriculum

Aim	Good Practice	Objectives
<p>Our curriculum is designed to cater for the needs of pupils with Additional Educational Needs and Disabilities (AEND).</p>	<ul style="list-style-type: none"> <li>• Our schools offer a differentiated curriculum for all pupils.</li> <li>• Our schools use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>• Curriculum resources include examples of people with disabilities.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>• The curriculum is regularly reviewed to make sure it meets the needs of all pupils.</li> <li>• Our curriculum permits access to all and where reasonable adjustments are necessary, these are implemented.</li> <li>• Our curriculum is flexible so that SPC pupils can access mainstream learning where appropriate</li> </ul>	<p>Pupils have access to a broad and balanced curriculum that demonstrates diversity and inclusion in its content. <b>SP5</b></p>
<p>Teachers' and Support Staff access training and Continued Professional Development (CPD) to support pupils with differing needs and disabilities.</p>	<ul style="list-style-type: none"> <li>• Specialist Provision Centre (SPC) Manager, Additional Educational Needs (AEN) Manager and Class teachers produce information for individual pupils in relation to their needs, including speech and language, ASC support, cognitive, physical difficulties etc.</li> <li>• Transition meetings across all phases are completed and for transition between schools, both schools discuss Additional Educational Needs and Disabilities of pupils.</li> <li>• Staff attend End of Key Stage Reviews for pupils with complex needs and Specialist Provision Centre (SPC) pupils.</li> <li>• Staff liaise with outside agencies to support pupils with Additional Educational Needs and Disabilities (AEND)</li> <li>• Appropriate and necessary information is shared with staff.</li> <li>• The Additional Educational Needs (AEN) Register is updated and shared with staff termly.</li> <li>• All pupils with Complex Needs have their Individual Educational Plan's (IEP's) reviewed termly.</li> <li>• Teachers consider learning styles favoured by pupils with disabilities and plan lessons accordingly.</li> <li>• Professional development opportunities ensure high quality teaching, adapted for individuals</li> </ul>	<p>Teaching and support staff are aware of pupils Additional needs and have an understanding of disabilities issues, including those specific to the pupils that are in attendance <b>SP6</b></p>
<p>Learning resources are accessible to pupils with differing needs and disabilities</p>	<ul style="list-style-type: none"> <li>• Specialist Provision Centre (SPC) Manager / Class teachers liaise with other agencies in if any specialist equipment is needed for pupils in their lessons.</li> <li>• Continued liaison with external agencies (i.e., Occupational Therapy, Sensory Service) to ensure that the right equipment is sourced specific to a pupil's needs.</li> </ul>	<p>Pupils with disabilities have increased access to curriculum materials and are not</p>

		<ul style="list-style-type: none"> <li>Sensory advice and guidance are followed for individuals as directed by external agencies.</li> </ul>	disadvantaged in their learning SP4
	Learning resources are accessible to pupils with differing needs and disabilities	<ul style="list-style-type: none"> <li>Specialist Provision Centre (SPC) Manager / Class teachers liaise with other agencies in if any specialist equipment is needed for pupils in their lessons.</li> <li>Continued liaison with external agencies (i.e., Occupational Therapy, Sensory Service) to ensure that the right equipment is sourced specific to a pupil's needs.</li> <li>Sensory advice and guidance are followed for individuals as directed by external agencies.</li> </ul>	Pupils with disabilities have increased access to curriculum materials and are not disadvantaged in their learning. SP4
	Staff, Governors and parents are made aware of the AEN Policy and Inclusion Policy of the school	The Specialist Provision Centre (SPC) Manager and Special Educational Needs Coordinator (SENCO) trains and offers regular updates to all teachers, support staff and Governors.	All staff and Governors are aware of the obligation placed upon the school to provide, wherever possible, an education that is fully accessible to all pupils. SP2
	When planning school trips involving pupils with impairment or disabilities, the school will make every effort to accommodate their needs thereby allowing them access to the experience.	<ul style="list-style-type: none"> <li>The Trip Leader and Education Visits Coordinator (EVC) will undertake a risk assessment relating to any group member with an impairment or disability.</li> <li>Any reasonable additional expenditure necessary to accommodate pupils with a disability/impairment must be considered.</li> <li>Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a pupil with a disability.</li> </ul>	All pupils, where possible, with a disability/impairment will have the opportunity to take part in a school trip, including residential trips. SP5

## Part 2: Access to the Physical Environment

Aim	Good Practice	Objectives
<p>Ensure that emergency evacuation procedures take account of the needs of pupils with disabilities.</p>	<ul style="list-style-type: none"> <li>• Identify pupils and review their needs as necessary.</li> <li>• Ensure that appropriate planning including places of safety and staff responsibilities have been established.</li> <li>• Complete a Personal Emergency Evacuation Plan (PEEP) for all pupils with accessibility issues (through disability, impairment or temporary injury) and review these in a timely manner (dictated by level of need and period of impairment).</li> </ul>	<p>Identified pupils are safe and have a clearly recognised set of procedures in place to meet their individual needs in case of a fire, or other emergencies, requiring evacuation. Where required,</p>

			staff can assist in an efficient evacuation procedure. SP4
	Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils as required. This may include: <ul style="list-style-type: none"> <li>•Ramps</li> <li>•Elevators</li> <li>•Corridor width</li> <li>•Blue badge parking bays</li> <li>•Accessible toilets and changing facilities</li> <li>•Library shelves at wheelchair-accessible height</li> </ul>	Accessibility is permitted to all pupils. SP4
	Monitor level access to ground floor facilities. Monitor lifts/stairs to upper floor (where used) and ensure access is appropriate.	<ul style="list-style-type: none"> <li>• Through site inspection ensure that all entrances are accessible, and any remedial work carried out effectively.</li> <li>• Site inspections carried out alongside checks on lifts/stairs.</li> </ul>	No restriction to entrance and exit of any building on the school site. SP4
	Apply a no-cost curriculum planning solution to providing classroom accessibility to pupils with disabilities.	Timetable modified where necessary so that a particular teaching group can be located in rooms with easy access, i.e., ground floor.	Where possible, pupils with disabilities have full access to teaching areas because they are in accessible rooms. SP4
	Provide appropriate furniture/equipment where necessary for pupils with disabilities.	Plan for the purchase of furniture/equipment to meet the needs of known pupils with disabilities based on specialist advice received.	School is able to respond rapidly in providing appropriate furniture/equipment. SP5

	Provide environments that are conducive to learning.	Where, for example, sensory difference is a factor affecting learning, undertake sensory audits for pupils (i.e., some attention deficit hyperactive disorder (ADHD), autistic spectrum disorder (ASD) pupils may require this) and make adjustments to allow the pupils to learn. This may require low arousal (limited wall decoration, neutral colours, dim lighting) and calming mechanisms (ear defenders, room acoustic consideration)	Pupils' can learn in their surrounding environment. <a href="#">SP5</a>
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### Part 3: Access to the Written Documents

	Aim	Good Practice	Objectives
	To make written information more accessible to pupils with disabilities.	<p>Where appropriate, the school plan for the provision of:</p> <ul style="list-style-type: none"> <li>• Dyslexia friendly font used on all school materials (Lexie readable)</li> <li>• Enlarged resource materials available. •Papers copied onto coloured/buff paper.</li> <li>• Enlarged written communication with home.</li> <li>• An electronic version of all school/home communication</li> </ul>	Pupils with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats. <a href="#">SP3</a>
	Improve the delivery of	<p>All schools use a range of communication methods to make sure information is accessible. This may include:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Portable/Induction lops</li> <li>• Visual Timetables</li> </ul>	

	information to pupils with a disability.	<ul style="list-style-type: none"> <li>• Pictorial or symbolic representations; for example, a Picture exchange system (PECS)</li> <li>• Sign-A-Long</li> </ul>	
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## School Action Plan

An Accessibility Audit took place at the school in January 2024 highlighting aspects for improvement. A copy of the audit has been shared with Department Of Infrastructure (DOI) who are responsible for the maintenance of the building and site and can then decide if they need to include recommendations in their future plans for the school. The School Plan identifies how actions are connected to the Specific Priorities (SP) outlined in the Department of Education Sport and Culture Accessibility Plan 2024 – 2027 working to the following priority timescales:

**Priority A:** Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

**Priority B:** Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

**Priority C:** Where action is recommended within 12 - 24 months to improve access.

**Priority D:** Where the recommendation involves excessive costs or should be implemented as part of a long- term plan

AREA of ACCESSIBILITY	RESPONSIBILITY		PLAN TIME SCALE	ACTION
	SCHOOL	DOI		
Access to the curriculum		X	When funds allow	Installation of Induction Loop System (A) SP5
		X	When funds allow	Softer lighting to be installed (A) SP5
Access to the physical environment		X	When funds allow	Change the height of the work surfaces within the Staff Areas (B) SP4
		X	When funds allow	Tactile markers to indicate the top and bottom of stairs (inside) to be installed (B) SP4
		X	When funds allow	Extending the outside handrails 300mm past last/before first step (B) SP4
	X		Summer 2024	Connection of audio instructions in lift to be investigated (C) SP4
	X		Summer 2024	Alarm Cord to be lengthened in accessible toilet. (B) SP4

	X		When funds allow or need arises for pupil or staff member	Colour contrast to be considered when replacing toilet seats/handrails or when painting/tiling the accessible toilets (B) SP4
		X	When fund allow	Move the toilet flush in the accessible toilets to the transitional side (B) SP4
		X	When funds allow	To reduce the gradient of the slope from the main entrance to the middle floor. (D) SP4

### Monitoring and review

This plan will be reviewed on an annual basis by the SENCO, SPC Manager and headteacher. The next scheduled review date for this plan is January 2025. Any changes to this plan will be communicated to all staff members and relevant stakeholders.