



North Crescent Primary School

Accessibility Plan

Created	January 2024
Review Cycle	3 year plan to be reviewed annually
Review Date	January 2027

Legislation and Guidance

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. Under the Equality Act 2010, Local Governors and leaders have a duty:

- Not to treat disabled pupils less favourably for a reason related to their disability, in fact North Crescent Primary School (NCPS) aims to promote positive attitudes to disabled people and promote equality of opportunity for all.
- 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.

The Local School Board (LSB) is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan, which must be reviewed annually.

The Equality Act 2010 states that a person has a disability if:

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

Under the Equality Act 2010, schools have a duty to make 'reasonable adjustments' to ensure that:

- Where a disabled pupil is placed at a disadvantage compared to other pupils, efforts are made to reduce/remove the disadvantage.

NCPS is a Rights Respecting School. Our policies are underpinned by the United Nations Convention on the Rights of the Child (UNCRC).

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

AIMS

Our Trust is one of opportunity and its schools individually offer their children and young people a high-quality inclusive education, a broad, balanced and ambitious curriculum and a safe and stimulating place to grow, learn, develop and flourish.

North Crescent Primary School (NCPS) has high expectations for all pupils and is committed to ensuring that all pupils, including those with disabilities, can access a full, enriched curriculum. Adaptive teaching is an expectation.

NCPS is committed to providing a fully accessible environment for all of our stakeholders. We are robust in challenging bias or discriminatory attitudes and promote a culture of awareness, tolerance and inclusion.

NCPS works closely with professionals from Essex County Council, the National Health Service and other agencies to ensure that our site is accessible and meets the needs of children and young people in our school.

The purpose of this plan is to set out how NCPS will:

- Increase the extent to which disabled pupils can participate in the school curriculum and in extra-curricular activities;
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve the availability of information, which is accessible to disabled pupils and their families.

Monitoring and Evaluation

This Accessibility Plan will be reviewed annually by school leadership and local governors.

Analysis of data will be provided to governors.

Feedback from families, pupils and health professionals will inform our future planning.

Links to Other Documents

This accessibility plan is linked to the following policies and documents, which are available on either the NCPS or the SEAMAT website:

- *Health and Safety Policy*
- *Behaviour Principles Statement*
- *Equality Objectives and Policy*
- *Concerns and Complaints Policy*
- *Admissions Policy*
- *Special Educational Needs and Disability (SEND) Policy and Information Report*
- *Supporting Pupils with Medical Conditions Policy*

Baseline Audit

School Context:

The building is accessible for wheelchair users and is mostly at ground floor level. The upper floor is used mostly by adults only. There is a wheelchair accessible toilet and medical room.

Staff are trained in safeguarding, H&S, first aid and fire evacuation/invacuation. Equipment in the school is serviced and maintained, including PAT testing.

Home visits and or meetings are held prior to new community members entering our building so as to ascertain if there are any special or specific requirements.

Curriculum:

- Teaching is adaptive
- Resources are available, and where necessary adapted, to support all learners
- School 'Recommended Reads' champion people from all cultures, genders, religions, and disability
- The curriculum impact is continually monitored and refined
- Targets are appropriate and effective to ensure they are achievable but yet challenging for all pupils
- LSAs are deployed to the needs of the pupils and to meet statutory ratios in EYFS
- Established working relationships with external agencies and the Local Authority
- Established SEND provision and Pastoral Lead
- Established Disadvantaged Lead
- Established Learning Support Assistants
- Robust CPD program
- Risk free culture so that staff can ask for guidance/support
- Experienced mentors to guide and support students and ECTs
- Tracked progress and attainment for all pupils
- Extra curricular activities are accessible to all pupils

Physical Environment:

- Entrance ramp with double doors
- Hall and hallway entrance with double doors
- Ground level classrooms
- Medical room and accessible toilet
- Medical fridge
- Double door emergency exits
- Automatic LED lighting in many areas
- Shower room
- Accessible playgrounds and fields
- Calm colour theme
- Sensory room
- Nurture Nooks
- Soft cushions
- Risk Assessments for individuals and or groups of pupils
- Double door emergency exits
- Environment risk assessments

Examples of accessibility:

- Sanders Living residents attend shows - many in wheelchairs and with carers
- Disabled families have full access for meetings and events
- Families with prams can access the meeting room through alternative ground level doors
- Families with a 'blue badge' for their children use the school disabled car parking space for drop off and collection
- Pupils with type 1 diabetes access extra curricular events, and swimming
- Staff wear specialist equipment to support a hearing impaired child (along with other arrangements)

Availability of Information:

- Open door approach
- Individual Health Care Plans
- Relevant information is shared between relevant staff
- SEND and medical needs are distributed across staff and the information used to inform our practice
- Termly meetings with parents
- Tapestry
- Classroom drop-ins
- Reports for parents
- Induction meetings for new reception children. Information gleaned supports planning for arrival and specific needs before the child is on role. Resourcing may include physical resources or staff.
- Adapted testing arrangements and materials
- Communication strategy in place
- External agency reviews/support meetings
- Transition program
- Coffee mornings
- Emails, texts, social media, newsletters, website, face to face, Tapestry, phones calls and letters
- Support for parents with completing forms
- Options of paper or electronic forms of communication. Paper copies are enlarged if requested.
- Resources labelled around the school to develop independence and accessibility

Accessibility Plan January 2024 - January 2027

Increase the extent to which disabled pupils can participate in the school curriculum and in extra-curricular activities.				
Objective	Strategy	Timescale	Responsibility	Success Criteria
To increase the awareness of staff to different types of SEN/disabilities and the best way to support children with these needs	<ul style="list-style-type: none"> ● Use LSA audit information to inform CPD planning. ● Support trust ELT to develop a central bank of supportive information ● To continue to seek professional advice where a need arises/new joiners. Followed by required training. ● To continue to give the pupils and their families a voice. ● To further improve the ordinarily available provision in the classrooms so the needs of all pupils are fully met. 	Annual review SEND: Live Disadvantaged Tracker: termly	SLT SENCo Pastoral Lead	Pupils and their families feel supported and heard. Staff adapt teaching to ensure that all pupils have the environment and resources to access their learning. Staff are well informed and supported to ensure that we provide equal opportunities for all.
To continue to monitor all disadvantaged pupils, as per our internal tracker, including SEND.	<ul style="list-style-type: none"> ● Disadvantage Lead monitoring and staff training ● Monitoring of outcomes by SLT and SENCo ● Monitoring of wellbeing by Pastoral Lead ● SENCo monitoring the impact of the school provision map. Evaluate and modify as needed. Plan and deliver further training if it is required. Feedback and target setting for teachers and LSAs. 			No child is excluded from a school activity based upon disability. Interventions are effective and do not take away access to QFT.
To review patterns of participation in after school clubs and extracurricular events.	<ul style="list-style-type: none"> ● Analyse extended school provision. ● Evaluate any imbalance in SEND attendance through pupil and parent voice. 			LSB monitoring

Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Objective	Strategy	Timescale	Responsibility	Success Criteria
Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary	<ul style="list-style-type: none"> External areas around the school are kept clear of hazards, including detritus. Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around the school for children who require specific equipment and adaptations. Employ and train a 'Cleaner with keys' to restart and uphold daily walk around checks and report/address any areas for concern. Look at creating signage for classroom collection points for unfamiliar/new families to access at the point of entering the internal gate. 	<p>Daily & weekly site walks</p> <p>Live adaptations</p> <p>Spring Term</p>	<p>SLT SENCo</p> <p>Estate Mger</p> <p>Cleaner with Keys</p>	<p>External grounds will be non-hazardous - even during heavy leaf fall or winds.</p> <p>Agency advice is acted upon.</p> <p>End of day appointment in place, with successful training and probation period.</p> <p>Information board is in situ for families.</p> <p>LSB monitoring</p>

Improve the availability of information which is accessible to disabled pupils and families.

Objective	Strategy	Timescale	Responsibility	Success Criteria
The SENCo, and SLT, will update the audit annually	<ul style="list-style-type: none"> Termly internal review Published annual review Annual reporting to governors Communication will be an agenda item for SLT mtgs 	Annual review	<p>SLT SENCo</p> <p>Estate Mger</p>	<p>The audit and plan will be reviewed annually.</p> <p>Practice remains live and in the moment.</p> <p>LSB Monitoring of H&S</p>
To undertake an annual review of our communication strategy	<ul style="list-style-type: none"> Review and refine termly as a minimum 	Annual review	As per the communication plan.	<p>Positive feedback from all stakeholders.</p> <p>Effective systems in place and working well.</p>

