Crown Meadow First School and Nursery

Accessibility Plan

This policy is reviewed at least every **3 years** by the governing body and SLT and was

Last reviewed Date: June 2025

Next Review Date: June 2028

Print Name: Tess Davis ..... *of Governors)*

Print Name: Hilary Allan **Signature** *(Head Teacher)*

Accessibility Plan

The purpose and direction of the school's plan: vision and values

Under the Equality Act 2010 schools should have an Accessibility Plan. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

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

Crown Meadow First School and Nursery is committed to setting high expectations and to providing the best possible opportunities for every child. We provide a caring, secure and stimulating environment in which every child will feel happy and confident to achieve his/her best and to enable them to pursue their goals and ambitions through life. We expect disabled pupils to participate and achieve in every aspect of school life.

Vision and Values Aims

- To ensure that all staff and governors, particularly those new to the school, understand and share the vision and values underpinning the work of the school.
- To continue to remind staff of key duties towards disabled pupils and of the responsibility to remove barriers to learning for disabled pupils.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring and Training

Effective liaison with parents, outside agencies and pre-school providers ensures that children with disabilities are known to us before they start school enabling us to plan for them right from the start. Whilst in school, all staff are aware of the needs of SEN and Disabled pupils in the school. Progress and attainment of individual children is

tracked carefully. Outside agency staff also monitor specific children and review them when necessary. All children are included in every aspect of school life, both in the formal curriculum and activities beyond. Staff are kept up-to-date with training which reflects the need of our school and pupils including in the training of key equipment such as the hoist.

Aims of Crown Meadow Accessibility Plan

- To ensure that all staff and governors, particularly those new to the school, understand and share the vision and values underpinning the work of the school.
- To continue to remind staff of key duties towards disabled pupils and of the responsibility to remove barriers to learning for disabled pupils.
- To continue to develop inclusive classrooms and facilities.
- To continue to identify any barriers to participation for disabled pupils who join the school, seeking advice from relevant support agencies and previous settings.
- To continue to anticipate the needs of future pupils and their families.

Management, Co-ordination and Implementation

The Governing Body takes responsibility for the school accessibility plan and reviews its progress **every 3 years**. Progress and attainment of disabled pupils is reviewed and the extent to which disabled pupils participate in the school curriculum and wider activities is monitored as part of the school's self- evaluation process. The Curriculum and Standards Committee discusses any difficulties that emerge with the physical environment and the Finance Committee consider the budget planning needed to make any necessary adjustments.

This policy should be read in conjunction with:

School Development/Improvement Plan
Asset Management Plan
Health and Safety Policy
Teaching and Learning Policy Behaviour and Anti- Bullying Policies
Equality Policy
Supporting Pupils with Medical Needs
SEND policy
SEND information report
Complaints Policy

The school also coordinates its work with other services and agencies, such as:

We liaise with these agencies as and when is needed to develop and implement the Accessibility Plan
The Local Authority
Children's Services
Outreach Services

Feature	Description	Actions to be taken
Number of storeys	Crown Meadow First School and Nursery is on one level. The middle school has two storeys and a lift is available of required.	None at this time
Corridor access	Corridors and doorways are wide enough for wheelchair access. Support will be given for specific needs.	None at this time
Lifts	In the middle school.	None at this time
Parking bays	We have 5 disabled parking bays close to the school entrance	None at this time
Entrances	Crown Meadow First School has two entrances: The main reception and one for nursery parents.	None at this time
Ramps	There is one area with a ramp at the rear of the school leading to the allotment areas and playing fields.	None at this time
Toilets	There are 3 disabled toilets and one shower room with hoist available.	None at this time
Internal signage	Signs for the hearing impaired Fire regulated signage throughout the school.	None at this time
Emergency escape routes	All escape routes meet Fire Regulations There are two designated emergency exits in KS1 and KS2. Every classroom has a non-designated emergency exit that is signed. All children needing support with emergency exits have personal emergency evacuation plans.	None at this time
At present there is no action needed for accessibility at Crown Meadow First School and Nursery		

The Accessibility Plan will be made available in written, and other formats as needed / requested, and on the website.

ACTION PLAN 2024.25: This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils Parents are involved in planning for their child's needs	Ensure that all teaching is differentiated appropriately Ensure that appropriate resources are available Individual progress trackers completed for those children working below expectations All children set achievable and relevant targets	To be monitored through learning walks and observations Check current resources and make a list of new resources needed if appropriate Head teacher and SLT to monitor tracking through Pupil Progress Meetings Consultation with individual parents and children.	Head teacher, SLT, Governors SENCO Head teacher, SLT, Head teacher, SLT	Ongoing Ongoing Termly PPM End of Year	All children able to access the curriculum at an appropriate level
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Wide corridors and doorways • Lift to AMS • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	All children can move around the school safely and freely All additional resources in place	Follow the advice from support services, provide and use any specialised equipment required for pupils who join the school Work alongside fellow health professionals eg Occupational Therapy	Headteacher SENCO Site Manager	Ongoing, to be reviewed termly	All children to have fair access to the school building regardless of need.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Use of information in alternative formats, as needed Internal signage Whole school use of visual timetables Large print resources Dual coding with pictorial or symbolic representations (Widgit) Scaffolding Whole school use of SIgnalong/ Augmentative and Alternative Communication Cue cards and task management Additional adult support as needed for individuals	All information to be fully accessible to all pupils. All classes to continue to use visual timetables Additional resources used as required eg large lined paper for Visually impaired, coloured sheets etc Key members of staff trained in signalong /AAC Additional staff deployed and appropriately trained	Monitoring through learning walks SENCO to ensure appropriate resources are available as required Training kept up to date, new members of staff trained. Seek help from relevant support services if more specialised formats or resources are required	Head teacher SLT Site manager SENCO All staff	Ongoing, to be reviewed termly .	All children to be able to access information as required.