



Accessibility Plan 2023 -2026

'Trust in the LORD and do good; dwell in the land and enjoy safe pasture'
(Psalm 37:3)

Reviewed and updated by Headteacher, SENCO, Finance Officer and Premises Manager	March 2023
Date ratified by the Governing Body	March 2023
Review Cycle	Governors will review the progress against this plan on an annual basis
Full Review Date	March 2026

Vision

At Crowcombe and Stogumber C of E Primary Schools our school vision 'Together, let us love, encourage, achieve and flourish' reflects our commitment to being schools which are inclusive and where there are high expectations for everyone.

Crowcombe and Stogumber C of E Primary Schools are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Aims

The purpose of this plan is to show how Crowcombe and Stogumber C of E Primary Schools intend, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school. This plan should be read in conjunction with our schools' other policies and procedures. The plan will be made available online on the school website, and paper copies are available upon request.

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. 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:

- (a) He / she/them has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Our accessibility plan is designed to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take advantage of education and school facilities and services
- Improve the availability of accessible information to disabled pupils

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period of 3 years.

Audit

In order to develop this plan the headteacher, SENCO, Premises Manager and relevant governors have completed a physical, learning and information audit and action plan. This information is used to identifying long term, medium term and short term actions to improve the access for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

We recognise and value parent's/ carer's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent /carer's and child's right to confidentiality.

Where applicable for individual pupils we are aware that we may need to seek external support such as through the Physical Impairment and Medical Support Team (PIMST)
<https://www.supportservicesforeducation.co.uk/Services/3323>

Objectives:

This Accessibility Plan contains relevant and timely actions to work towards the following objectives:

Strand 1

Further ensure access for disabled pupils to the curriculum

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

Strand 2

Improving access to the physical environment

Improve and maintain 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 within a reasonable timeframe.

Strand 3

Improving the delivery of written information to disabled pupils

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables and information about the school and school

events; the information should be made available in various preferred formats within a reasonable timeframe.



Crowcombe and Stogumber C of E Primary Schools

ACCESSIBILITY AUDIT

Completed by: Headteacher, SENCO, Finance Officer and Representation from the Diocese

Date completed: February 2023

Physical Access Audit and Plan for Crowcombe					
Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?	X			
2	Are pathways and routes logical and well signed?	X			It would be beneficial to explore signage around the school and consider the use of visual aids and symbols to support printed information.
3	Do you have emergency and evacuation procedures to alert all students?	x			Training for staff in regards to PEPs would be beneficial
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	X			Desks / chairs are sized per age group. Specific items depending upon individual needs will be sourced as need arises
5	Do furniture layouts allow easy movement for students with disabilities?	X			All furniture is movable and can be sited to support individual needs
6	Are quiet rooms/calming rooms available to children who need this facility?	X			
7	Are car parking spaces reserved for disabled people near the main entrance?	X			Although not signed, front playground can be used.
8	Are there any barriers to easy movement around the site and to the main entrance?	X			Steps to external areas from classrooms. Main door is step free and can be used to access rear of building by go around the outside of the building. There is no easy wheelchair access to lower play area or playing field. This has been explored by the Diocese and would be very difficult to address.
9	Are steps needed for access to the main entrance?		X		The main entrance is the only wheelchair accessible entrance to the school site.
10	Do all steps have contrasting edging?		X		This is an action and paint is available – awaiting warmer/drier weather before application
11	If there are steps, is a ramp provided to access the main entrance?		X		Step free access to main entrance. Due to gradient of other steps it is not possible to put a ramp in place.

12	Is there a continuous handrail on each ramp and stair flight and landing?		X		Yes at yellow door step / staff room steps. Classroom step – no handrail.
13	Is it possible for a wheelchair user to get through the principal door unaided?	X			May need assistants to reach the buzzer
14	If no, is an alternative wheelchair accessible entrance provided?		X		The main entrance is the only wheelchair accessible route in and out of the building.
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	X			Straight access from door to next door and then into main hall
16	Do all internal doors allow a wheelchair user to get through unaided?	X			If able to open manual doors, then yes. If not then automatic doors would be required Consideration needs to be made to where children's pegs are to ensure they do not block access.
17	Do all the corridors have a clear, unobstructed width of 1.2m?	X			Staff and pupils to be mindful of coat pegs area and possible obstruction of access routes.
18	Does each building have a wheelchair accessible toilet?	X			Only one building. Accessible toilet in main hall area beside other toilets
19	Does the relevant block have accessible changing rooms?		X		No changing room available. Possibility of using accessible toilet if required
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?			X	
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?			X	
22	Is there a continuous handrail on each internal stair flight?			X	
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.			X	
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		X		Individual Fire Access Plan would be completed depending upon the needs of each child. This would state safe place and designated egress points.
25	Could any of the décor be confusing or disorientating for students with disabilities?		X		
26	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		X		Any hearing impaired children and adults are accompanied and would be visually notified.
27	Is a hearing induction loop available (either fixed or portable) in the school?		X		Would require specific risk assessment and consideration for the future.

Physical Access Audit and Plan for Stogumber					
Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?	x			Staff need to be mindful of equipment and resources not blocking access routes during child initiated learning
2	Are pathways and routes logical and well signed?	x			It would be beneficial to explore signage around the school and consider the use of visual aids and symbols to support printed information.
3	Do you have emergency and evacuation procedures to alert all students?	x			Training for staff in regards to PEPs would be beneficial
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	x			Desks / chairs are sized per age group. Specific items depending upon individual needs will be sourced as need arises
5	Do furniture layouts allow easy movement for students with disabilities?		x		All furniture is movable and can be sited to support individual needs
6	Are quiet rooms/calming rooms available to children who need this facility?		x		Create a calming area when a room is unavailable
7	Are car parking spaces reserved for disabled people near the main entrance?	X			Agreement with village hall to use the car park at the front of the school
8	Are there any barriers to easy movement around the site and to the main entrance?	x			There is a step at the main entrance and the doorway is too narrow for wheelchair access. The only other exit is via 8 steep steps. There is no easy wheelchair access to lower play area or playing field. This has been explored by the Diocese and would be very difficult to address.
9	Are steps needed for access to the main entrance?	x			There is a step at the main entrance and the doorway is too narrow for wheelchair access. The doorway would need to be widened and a ramp installed for wheelchair access to be possible.
10	Do all steps have contrasting edging?		X		This is an action and paint is available – awaiting warmer/drier weather before application
11	If there are steps, is a ramp provided to access the main entrance?		x		Due to gradient of steps it is not possible to put a ramp in place and a permanent ramp would need to be considered. The 8 internal steps to the lower office is too steep to provide a ramp and the only possible disabled access would be via a stairlift / lift.

12	Is there a continuous handrail on each ramp and stair flight and landing?		x		There is a handrail on the internal steps to the downstairs room but one is required outside.
13	Is it possible for a wheelchair user to get through the principal door unaided?		x		There is a step at the main entrance and the doorway is too narrow for wheelchair access. The doorway would need to be widened and a ramp installed for wheelchair access to be possible.
14	If no, is an alternative wheelchair accessible entrance provided?		x		There is a step at the main entrance and the doorway is too narrow for wheelchair access. The doorway would need to be widened and a ramp installed for wheelchair access to be possible.
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	x			Once the wheelchair use could get into the building they could access the main classrooms but not the lower office room
16	Do all internal doors allow a wheelchair user to get through unaided?		X		Once the wheelchair use could get into the building they could access the main classrooms but not the lower office room
17	Do all the corridors have a clear, unobstructed width of 1.2m?			x	
18	Does each building have a wheelchair accessible toilet?	x			
19	Does the relevant block have accessible changing rooms?	x			There has been a recent instalment of a changing table into one of the toilet blocks.
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?		x		This is something that needs to be considered.
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?			x	
22	Is there a continuous handrail on each internal stair flight?	x			
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.		X		
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		x		There is a step at the main entrance and the doorway is too narrow for wheelchair access. The doorway would need to be widened and a ramp installed for wheelchair access to be possible. A PEP needs to be put in place with support of the fire service as required for individual pupils

25	Could any of the décor be confusing or disorientating for students with disabilities?		X		
26	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		X		Any hearing impaired children and adults are accompanied and would be visually notified.
27	Is a hearing induction loop available (either fixed or portable) in the school?		X		Would require specific risk assessment and consideration for the future.

Learning Access Audit and Plan					
Item	Issue	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	X			Ensure refresher training for all staff as required
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X			Specific training given by approved providers depending upon the needs of the individual Ensure a cycle of training is in place and can be evidenced.
3	Do all staff seek to remove all barriers to learning and participation?	X			This is part of our whole school provision and consideration is made on individual basis as required. Action to ensure policies, procedures reviewed and staff training continuously reviewed. A focus for this in in regards to Somerset's Graduated Response Documentations and training on SEND Identification and barriers to learning. Supporting children in regards to SEND and participation to be a focus for staff appraisals.
4	Is teaching appropriately adapted to meet individual needs so that children and young people make good progress?	X			Lessons are tailored to the needs of the individual and recorded within our graduated response paperwork
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X			All children take part in these activities and any barriers to their engagement are planned for alongside parent carers
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	X			This is part of our whole school provision and recorded within our SEND Assess, Plan, Do, Review paperwork. All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need.

7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X			Lessons are tailored to the needs of the individual and recorded within our graduated response paperwork
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X			Lessons are tailored to the needs of the individual and recorded within our graduated response paperwork
9	Do you provide access to appropriate technology for those with disabilities?	X			Specific assessments to be carried out based on individual needs. The school would benefit from exploring a wide range of alternative methods of recording and technology to support individual pupils such as clicker, voice recording technology, communication aids and support resources such as widget.

Information Access Audit and Plan					
Item	Issue	Yes	No	N/A	Action
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	X			If required specific assessments are based on individual need. It would be beneficial to explore signage around the school and consider the use of visual aids and symbols to support printed information.
2	Do you have the facilities such as ICT to produce written information in different formats?	X			The school would benefit from exploring a wide range of alternative methods of recording and technology to support individual pupils such as clicker, voice recording technology, communication aids and support resources such as widget.
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	X			It would be beneficial to explore signage around the school and consider the use of visual aids and symbols to support printed information.