



Crown Wood Primary School

Accessibility Plan

Crown Wood Primary School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

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Introduction

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

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

This plan sets out the proposals of the Local 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:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

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

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

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Crown Wood Primary School opened in 1982. Since then, there have been a number of changes to the building and grounds. In 2014, the final part of the planned expansion of the building was completed, adding 12 new classrooms, a larger Nursery, improved administration and staff areas, a nurture room and a second hall. The extension has two stories, with the second floor served by a lift as well as two sets of stairs. Corridors and doorways are wide and all rooms are accessible. An accessible toilet and shower are located along the main corridor with additional facilities in the Nursery / Reception classrooms.

School Vision:

Our vision is to be the school of choice at the heart of our community where children develop as confident, caring citizens able to discover their potential and embrace the opportunities life brings.

We are committed to getting the provision right for every child. We know a true education is one that

adapts to the needs of each individual. We promote and celebrate success - academic, sporting, creative and interpersonal. We have high aspirations for our children and provide them with the tools they need to be independent, confident young people, ready to embrace the next stage of their learning and become happy, effective members of society.

Our School Values:

Our School's Value are: Achievement, Aspiration, Collaboration, Perseverance, Respect and Responsibility. We have turned these into a mnemonic to help the children remember them:

“We dare to **DREAM**”

DETERMINATION

RESPONSIBILITY

EVERYONE TOGETHER

ASPIRATION & ACHIEVEMENT

MUTUAL RESPECT

We also promote 'British Values', which are defined by the government as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

A. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM:

OBJECTIVE	TIMEFRAME
To ensure that Individual Learning Plans (ILP) have been completed on a termly basis for pupils with SEN and Disability	On-going every term
To ensure that resources are available to meet the needs of pupils with SEN and disability.	On-going every term
To ensure that teachers act on advice given by external professionals (e.g. Sensory Consortium).	On-going
To ensure that teaching and resources are appropriately adapted so that children with SEN and Disability can access the curriculum.	On-going every lesson.
To ensure that reasonable adjustments are made to trips and other enrichment activities.	On-going – when trips and activities are organized.
To ensure that staff receive appropriate training to support children with SEN and disability.	Regular training for all staff and specific training as required.

B. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

OBJECTIVE	TIMEFRAME
To review classroom allocation in light of physical and sensory needs. Rearrange seating and resources as appropriate.	Annually or when need arises.
Ensure that external steps and other trip hazards to be painted yellow to increase visibility.	Regularly checked.
To replace Interactive Whiteboards (IWB) with high-resolution touch screens.	Year 2 & 4-6 Completed Years 1 & 3 during 2021-22 EYFS during 2022-23
To use contrasting paper/font/ text size and / or books with coloured paper.	As and when required.
To improve disability access to Forest School.	Within next 3 years.

C. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

OBJECTIVE	TIMEFRAME
To ensure the website is written in user friendly language with as little complex vocabulary as possible.	On-going
Provide information via letter, newsletter, text, e-mail etc as accessible as possible.	On-going
Promote governor/staff vacancies by interviewing anyone with a disability who meets the job requirements.	When vacancies arise.

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