

Aspire Academy Trust



CROWAN PRIMARY SCHOOL Accessibility Plan 2024-2025

Purpose of Plan

The purpose of this plan is to show how our Cowan Primary School intends, over time, to increase the accessibility of our school. We will continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Cowan Primary School.

Definition:

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Objective:

To reduce and eliminate barriers for access to the curriculum and to allow full participation in the school community for pupils, and prospective pupils, with a disability.

Aims:

Increasing access for disabled pupils to the school curriculum:

- Our school curriculum is designed in an inclusive manner whereby all pupils can access the learning at their own level.
- All school visits are planned with individual needs in mind and support is put in place to ensure all pupils are able to access
- Where challenges are identified, support from relevant agencies are sought in order to adapt the curriculum or premises as required.

Improving access to the physical environment of the school:

- Support from external agencies and the Aspire premises team support to ensure the physical environment matches the needs of the pupils, where possible.

Improving the delivery of written information to disabled pupils

- Support from relevant agencies will advise as to the most appropriate methods to support our pupils, on a case by case basis.
- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. Social media is used to communicate key information also. If we become aware that parents may not be accessing the information readily, verbal communication is used effectively.

Financial Planning and control

The Head of School review the financial implications of the accessibility plan as part of the normal budget review process.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Hub Council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils
- The Head of School and other relevant members of staff
- Hub Councillors
- External Partners.

This plan is reviewed annually to consider the changing needs of the schools and its pupils.

Signed by:

Miss T Harris (Head of School/SENDCo)

Date: September 2024

Next review date: September 2025

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat pupils with disabilities less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties Hub Councillors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- All children have access to a personalised curriculum wherever required: staff are trained to meet a wide range of needs and have experience of adapting planning and resources according to need.
- Children with disabilities have access to all after school clubs and other extra-curricular learning opportunities, in consultation with parents. Staging for drama, class assemblies and school productions now includes a ramp to enable full access for pupils with a disability.
- Flexible arrangements are put into place where possible to enable children with disabilities to attend educational visits and school camps.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

Planning Duty 1: Curriculum

An audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers should be carried out. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after considering pupils' disabilities and the preferences of the pupils themselves or their parents / carers.

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	School needs to determine if relevant staff have skills, knowledge and understanding to support with pupils complex SEND.	Audit SEND provision and provide training to staff members.	Head of school/ External Aspire advisor	Autumn 2024	Staff members have the skills to support children with SEND	Summer 2025
Medium Term	Pupils with complex SEND having difficulty to access mainstream provision	Provide alternative timetabling, provision and resources. Review school staffing to respond to need	Head of School/ Autism Team/ Child Development Centre staff	Spring 2025	Pupils with SEND can access some mainstream provision	Summer 2025 & Ongoing after class transitions
Long Term	To assess future pupils' needs against the curriculum to assess accessibility.	Make reasonable adjustments to the curriculum for pupils with SEND as required.	Head of School/ External Aspire advisor	Summer 2025	Pupils with SEND can fully access the curriculum regardless of need.	Summer 2025 & Ongoing after class transitions.

Planning Duty 2: Physical Environment

An audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers should be carried out. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after considering pupils' disabilities and the preferences of the pupils themselves or their parents / carers.

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	Corridors free of hazards to be used by visually or mobility impaired pupils or staff	Maintain all corridors free of obstructions	All staff and pupils	Autumn 2024	Guaranteed clear accessibility throughout the building.	Ongoing
Medium Term	Review Personal Emergency Evacuation Plans for all pupils who require them.	Identify all exit routes for children with physical difficulties	Head of School/Teachers	Spring 2025	Targeted pupils and staff fully aware of emergency exits and strategies	Summer 2025
Long Term	New pupils or staff join the school with disability or visual impairment.	Suitable routes needed for wheelchairs in dining hall. Possible need to mark doors with Braille signs	Aspire Health and Safety Team/ Aspire Estates department	As soon as practically possible after starting school.	Any pupils or staff with a disability will have full access to the physical environment.	As needed

Planning Duty 3: Information

An audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers should be carried out. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after considering pupils' disabilities and the preferences of the pupils themselves or their parents / carers.

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	Some information provided is not easily accessible for families with limited internet access	Audit of how information is shared. Alternatives provided for families as requested .	Head of School/ Administrator	Autumn 2024	School is aware of accessibility gaps in procedures and avoids these where possible.	Spring 2025
Medium Term	Ensure that all reports from external agencies are clearly shared with relevant staff and families.	Head of School and all staff ensure reports are disseminated appropriately.	All staff	Autumn 2024	Families and staff are well informed and actions are taken in light of professional advice.	Spring 2025
Long Term	People with SEND may not be able to fully access all areas of the school website.	Audit of website	Head of School	Summer 2025	Website is fully accessible	Autumn 2026

