



## CROCKERTON CHURCH OF ENGLAND VA PRIMARY SCHOOL

Mission Statement: [Within the love of God, together we live, learn, care and celebrate. For each other and for ourselves we aim for the best.](#)



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## Access Plan Policy

<b>Updated</b>	<b>April 2015</b>
<b>Author</b>	<b>SEN Governor + SENCo, , ratified by Full Governing Body</b>
<b>Next Review</b>	<b>April 2016</b>

## **Starting points**

### **The purpose and direction of the school's plan: Vision and Values**

Crockerton CE (Aided) Primary School has high expectations for pupils with disabilities and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

### **Information from pupil data and school audit**

- The school currently has an average of 8% of pupils on the SEN register with varied needs. The Special Education Needs of the pupils include a range of difficulties including Speech and Language, and Emotional and Social development.
- The school has physical access to the mobile entrance by ramp and there are disabled toilet facilities available and accessible. The school has physical access to the main building via the back door and the Potters door. The interior of the building is not fully accessible due to two steps between the entrance corridor and the admin office. However, this has been overcome through the provision of level access from the exterior of the building at other entrance points.
- Pathways of travel around the school site and parking arrangement are safe. Parking on site is limited to 8 designated staff spaces. All play areas are fenced off from the car park by a locked gate and are sited to the side and rear of the building away from the car park.
- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the village green. We will review the provision of a visual alarm should the need arise.
- We have a designated room for group work and interventions.
- Furniture and equipment are selected as standard, age related as appropriate.
- All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE and class sharing assemblies

- School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.
- Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' IEP targets and liaise with specialist and support services.
- Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- Access to information within the classroom is enabled through the use of visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, or information is written down for them.
- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens.
- Photographs of children with specific medical needs or allergies are displayed in the staff room and medical room. Information relating to these children is also passed on to lunch-time supervisors. Epi-pens and inhalers are always taken on visits/trips out of school. Staff trained in first aid (and the use of epi-pens) always accompany trips.

### **Views of those consulted during the development of the plan**

- Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in our action plan. Through feedback received at parent consultations and IEP reviews we are confident that the school adopts a curriculum to meet the needs of pupils with disabilities. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

### **Making it happen**

#### **Management, coordination and implementation**

- School staff to be aware of the Disability Equality Scheme and how the disability duties apply to schools through staff meetings and identification of staff training needs.

- The Governing Body will have overall responsibility for the plan and will set priorities related to their responsibilities for the plan, including direction, vision, monitoring, review and annual evaluation.
- The Access Plan, whilst remaining a separate plan, will be embedded within the School Development Plan.
- The Access plan will be coordinated with the school's responsibilities towards staff with disabilities under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, Race and Human Rights legislation.
- Implementation is set out in the action plan to show allocation of responsibility, resources, expected outcomes, timescales, date and process for review.
- The Governing Body will report to parents on the school's accessibility plan which will be linked to other reporting requirements on the arrangements for the admission of pupils with disabilities, steps taken to prevent discrimination of pupils with disabilities and facilities provided to assist access to the school.

### **Making the plan available**

- Hard copies of the school's Access Plan will be available via the school office.
- According to the recommendation of Disability Rights Commission font size should be no less than 14 point.

	Time	Objective	What	Who/How	When	Outcome	Completed
1	Short Term	To ensure all teachers are following SEN policy in the light of current needs	All teachers need to ensure that they are using appropriate visual learning tools/colours	Monitor by SENCO	Ongoing	Continual CDP training or staff in order to remove all barriers to learning	
2	Short Term	Ensure compliance with DDA and code of Practice	Staff and governors informed of requirements and obligations of the DDA and Accessibility Plan shared with personnel.	Staff and govts. meetings	Ongoing	All personnel aware of requirements and obligations	
3	Short/Med Term	Greater awareness of and confidence in dealing with pupils with SEND amongst teachers	Identify areas where knowledge and skills base needs to be extended	More highly trained staff in this area	When required	Better access to the curriculum for all children	
4	Medium Term	To ensure that both areas inside and outside conform to the H & S guidelines	To access any high risk areas and carry out appropriate risk assessment, working to bring them up to an acceptable level.	LA rep., head, staff and govts. to carry out risk assessments	When required	All risk assessments carried out so far, this is ongoing as it is responding to particular needs as and when they arise eg. Risk assessment personal plans. H & S Audit completed and achieved.	
5	Medium Term	Training for staff on differentiating the needs of the children with impairments.	SENCo to investigate what areas of training are required.	HT & SENCo to carry out or arrange relevant training	When required	All personnel are trained in the relevant area.	

6	Medium Term	To update and review the accessibility plan on an annual basis	Carry out an audit of the plan	Review plan and liaise with HT and SENCo for an update on current children with disabilities	Annually	Plan Review Annually.	
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