



## CROCKERTON CHURCH OF ENGLAND VA PRIMARY SCHOOL

### VISION STATEMENT

Within the love of *God* together we live, learn, care and celebrate.  
For each other and for ourselves we aim for the best.

Potters Hill  
Warminster  
Wiltshire  
BA12 8AB  
Telephone/Fax (01985) 212168  
Email: [admin@crockerton.wilts.sch.uk](mailto:admin@crockerton.wilts.sch.uk)  
Website: [www.crockerton.wilts.sch.uk](http://www.crockerton.wilts.sch.uk)  
Headteacher: Mrs N. Ilic

## Access Policy

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

<b>Written</b>	<b>January 2013</b>
<b>Reviewed</b>	<b>December 2017</b>
<b>Author</b>	<b>SEN Lead, Headteacher, SEN Governor</b>
<b>Next Review</b>	<b>December 2019</b>

## **CROCKERTON C.E. VA. PRIMARY SCHOOL ACCESS POLICY**

### **Starting points**

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

Crockerton CE 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 17% 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, social 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 disabled pupils. 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 in collaboration with the DEG 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

## Accessibility Plan 2017 - 2020

Target	Strategies	Outcome	Time frame
<b>Equality and Inclusion</b>			
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	Annual updates in line with CP updates.
To ensure that all policies consider the implications of disability access.	Consider during review of policies. Multi-agency meetings by SENCO  Staff responsible to ensure that equality and disability is identified within each school policy	Policies reflect current legislation.	Termly Actions arising to be raised with staff.  Annually - as policies are reviewed by subject leaders/ admin and Governors
To keep up to date regarding changes and recommendations regarding disability, equality and accessibility guidelines	SENCO attends network and cluster meetings.	School is in line with statutory guidance and good practice.	Termly Multi- agency meetings. Actions arising to be raised with staff.
To plan for all children to access residential to PGL Limington in 2018/2020 taking account of individual health/ financial needs.	Identify children needing support - financial and health. Identify and update staff training needs. Liaise with Limington to arrange diet/health/allergies/behaviours	All children will participate in Y5/6 PGL residential. Children with severe allergies / behaviour plans/My Support Plan/ financial difficulty.	June 2018 Y5/6  June 2020 Y5/6

<b>Physical Environment</b>			
Ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors/Head teacher/ admin.  Suggest actions and implement as budget allows or as need arises.	Modifications will be made to the school building to improve access.	Termly health and safety check to be completed by SBM and Governor which includes accessibility. Annual review of building accessibility
Continue advice on accessibility linked to new pupils who may have a disability.	SENCO and FS2 lead to ensure the needs of all new intake children are highlighted and taken into account before transition.	All children can access the school building especially FS2 areas on entry.	June /July 2016 June/July 2017 June/July 2018
Ensure that fire alarm and panic bell is audible in the mobile classrooms and outside.	Admin tests the alarm termly. Class teachers in mobile classrooms to alert admin if the alarm can no longer be heard	Fire alarm is clear and audible for all pupils and staff. Fire alarm is audible in mobile classrooms.	Admin to test alarm termly. Termly Health and safety audit to ensure fire and panic procedures are efficient.
<b>Curriculum</b>			
Continue to train staff to enable them to meet the needs of a range of SEND across the school.	SENCO and other professionals to deliver training - ASD, ADHD, de-escalation, visual impairment, mental health.	All children's need can be met in the classroom.	Jan- July 2018
To ensure Visually impaired child has full access to the curriculum. Resources and teaching techniques support full access to the curriculum	Ongoing liaise with Visual impairment team.	Child can access learning in line with his peers. Class teacher is aware of needs and is able to provide an appropriate curriculum.	2017/18 Y4 2018/20119 Y5