Accessibility plan

2024



Presented to Govs:	Summer 2024
Adopted by FGB/Committee:	Summer 2024
To be reviewed:	Summer 2025

Cinnamon Brow Church of England Primary School

Section 1: Vision Statement

This document is written as part of the requirement placed on schools under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to show how Cinnamon Brow Church of England Primary School intends to increase the accessibility of our school for disabled children where necessary.

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.

The very nature of the School Missions Statement, Visions, Community and British Values underpin this plan.

This plan links to a variety of policies and documents used with the School e.g. SEND policy, SEN report, Behaviour Policy, PE policy, Inclusion Policy etc.

This plan will be shared through the school website.

The plan will be monitored annually by the Governing Body and termly by the SLT.

The plan sets out the proposals of the 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.

Increasing the extent to which disabled pupils can participate in 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.

Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils (examples might include handouts,

timetables, textbooks and information about school events). The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available with a reasonable timeframe.

Training will form part of the accessibility plan.

The School Complaints Procedure is available on the school website.

Section 2: Aims and objectives

Cinnamon Brow CE Primary School is committed to providing an environment that enables full curriculum access and includes 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities. We respect a parent and child's right to confidentiality.

Cinnamon Brow's School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It relates to the key aspects of physical environment, curriculum and written information

Our aims are to:

Increase access to the curriculum for pupils with a disability
Improve and maintain access to the physical environment
Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims:

Aim	Current good practice Include established practice and practice under development	Objectives: (State short, medium and long-term)	Actions to be taken	Person Responsible	Date to complete Actions by
Increase access to the curriculum for pupils with a disability	Adjusted weekly timetable Visual timetables Supported homework clubs Adjusted PE sessions Use of ICT as an aid All children access all out of school activities Needs met by all individuals during statutory end of KS2 tests. Use of adapted chairs /seating Visual impaired children sat at the front of the class. Hearing impaired children sat at the front of the class. Classrooms to take account of children with light sensitivity, kept out of direct sunlight, blinds drawn when necessary.	To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	HT	Training to be reviewed on an annual basis
Improve and maintain access to the physical environment.	One Storey building.	To improve independence for children with physical disabilities	Internal doors have exit buttons at wheelchair height for all users. Doors to the external areas are elevated for the safeguarding of the children in school.	HT	
		To ensure that all classrooms are compliant with Disability Act 2010.	All internal classroom doors are compliant with Disability Act. All main doors are level with pavement for ease of exit. Enquire into the cost of ramp installation for the Y5 classes in the mobile unit	HT/GOVS	
		To ensure ease of access for disability parking.	2 spaces in front of school	School	

		To ensure access of hearing impaired.	Enquire into the cost and installation implications of a hearing loop system	HT/GOVS	
Improve the delivery of written information to pupils and parents.	Access to information in paper format and on the website	To ensure that all parents and other members of the school community can access information. To help our visitors to find the information they are looking for quickly and easily we have made use of several accessibility features, all of which are listed below: • Dyslexia Friendly View • Resizable Text • Image and Alt Tags • Browser Compatibility • Consistent Navigation School Website	Alternative formats to be investigated. Website provider to be reviewed and accessibility recorded at point of installation	HT/ SENDCo HT/SBM	
		To ensure written signage across the school is available in a variety of formats where necessary.	Signage formats to be investigated	HT/SBM	

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	N/A		
Corridor Access	All corridor doors are locked and rewquire a fob to access. The main entrance door has an electronic push button. All corridor doors are wide enough for wheelchairs to pass through.	N/A		
Parking Bays	Two	We have two allocated disabled spaces in front of school		
Entrances	Entrances are carpeted, this carpet does not interfere with the movement of a wheelchair.	N/A		
Ramps	Appropriately placed throughout the school	N/A Look at options for ramp systems		
Toilets	We have one disabled toilet within school. Next to school hall	N/A		
Internal Signage	Standard signage fitted.	Consideration of alternative signage across the school particularly for visually impaired parents.		
Emergency escape routes	All compliant with DDA.	N/A		