

# Crow Orchard Primary School

LEA-Lancashire(School No. 08/040)

DFES No. 888/2705

## CROW ORCHARD SCHOOL'S ACCESSIBILITY PLAN 2016-2019

### School Access Policy Statement

The following policy statement demonstrates the school's commitment to providing inclusive educational and non-educational services in a non-discriminatory manner:

*"Crow Orchard School recognises that many of its pupils, visitors and staff, whether disabled, or otherwise, have individual needs when using the school and its facilities. However, we also recognise that for some pupils, the nature of their disabilities and or special educational needs may mean that they experience specific difficulties related to commitment to the delivery of an inclusive educational service, we will endeavour to ensure that pupils with disabilities or with special educational needs are given access to the same standards of education as all other pupils."*

It is our duty to take reasonable steps to avoid placing any disabled pupils at a substantial disadvantage.

In the light of this the school will:

- ✓ Inform all staff that our policy for the provision of educational services ensures the inclusion of disabled pupils. Such communications will address the legal obligation of staff, and the school. This will be an ongoing priority in all staff discussions regarding educational provision.
- ✓ Provide appropriate disability awareness training for staff, which will explain the school policy towards disabled pupils and the effective implementation and monitoring of it.
- ✓ Address acts of disability discrimination, should they occur, via the existing conduct codes, as and when appropriate.
- ✓ Encourage suppliers and contractors, to be sensitive to the needs of all members of the school community.

In order to ensure that the educational services the school provides effectively meet the needs of pupils with disabilities and with special educational needs the school will:

- ✓ Consult with disabled and special educational needs pupils, parents, staff, specialist teachers such as the visual Impaired team and appropriate local and voluntary organisations e.g. R.N.I.B.
- ✓ Assess the current accessibility and identify any barriers to inclusion by reviewing the physical environment, the provision of auxiliary aids and services, teaching and learning strategies, the curriculum, staff training, the culture and ethos of the school and the provision of written information.
- ✓ Plan to make access improvements to enable people with disabilities to use its services. Furthermore, the school will effectively communicate their availability to pupils and staff.
- ✓ Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action if such provision is found to be wanting.

- ✓ Monitor the implementation and effectiveness of this policy on a regular basis.
- ✓ Operate an accessible complaints procedure whereby people with disabilities can make improvement suggestions and request assistance.

### **Action Planning**

To reduce the barriers identified the school will :-

- ✓ Discuss collecting good practice on curriculum differentiation with all members of the teaching staff and in particular with the SMT, the LEA Adviser and Governors and with any person having an input to the School Improvement Plan. All staff need to implement Disability Discrimination Act Duties.
- ✓ Carry out an access audit to identify potential barriers to access in all areas of the school life and recommend appropriate improvements.
- ✓ Aim to provide appropriate training for staff and governors.
- ✓ Review and improve the school's arrangements for accessible information.
- ✓ Use the routine refurbishment, maintenance and equipment budgets to improve the physical environment of the school;
- ✓ Always consider accessibility when carrying out any improvements.

**The school is legally required to publish progress on its plan in the Annual Report to Parents and make it available in alternative formats if necessary.**

**The plan will be reviewed, by the SMT and the school's Governing Body, at least once per year.**

The plan follows and includes the following details :-

1. A brief Profile of Crow Orchard School, including a statement of accessibility
2. Key issues arising from an Accessibility Study
3. A long term plan.

# Crow Orchard Primary School

LEA-Lancashire (School No. 080/040)

DFES No. 888/2705

## School Profile Statement

*Crow Orchard is a Primary School offering a primary education to children aged 3 to 11 years. The children join our Nursery the term after they are 3 and will enter the school's Reception Class in the September of the school year in which they reach the age of 5.*

We have seven classes and a Nursery and children are grouped according to age. Four classes accommodate the KS2 (Years 3 to 6) and three classes hold KS1 (Years R, 1 and 2). Our aim is to place no more than 26 children in each of the classes, though this figure is exceeded on occasion.

The core work of the school is undertaken in these classes. Children are split into smaller learning groups for the teaching of some subjects. Additionally, small groups of children may be withdrawn from one or more classes to receive intervention. Numerous adult assistants work around the school and are involved in many learning support initiatives.

As well as the classrooms and Nursery, we have a hall which is used for Assembly and P.E. There is the school office, a staff room and learning Mentors room. We have a dining room and kitchen on site.

There are 2 play-grounds marked for various games and there is access to a playing field which is used for Football and Cross-Country and, in the summer months, for Rounders, Athletics, Cricket and other sports.

**KEY ISSUES :-** The school is very old, with the main building dating back to 1732. One class base is newly-constructed but all others are in a traditional style and are closed areas with doors. The building is accessed by four entrances/exits. Only one of these is suitable for disabled access i.e. fitted with ramp and hand-rail. Four of the classrooms are directly accessible at floor level and have wide doorways which would accommodate, for example, a small wheelchair. One classroom is up a steep flight of stairs and houses our Y6 class. The Y1 and 3 classrooms are smaller than the others and have a low-level step up from the floor. The dining room is accessed by a short flight of stairs and through double doors. It is unlikely that suitable improvements could be made to the Y6 Class access or to the Dining Room access due to lack of funding. The school has only one disabled toilet facility which is situated near to the main entrance. All but 2 of the class bases are small are insufficient to accommodate more than an optimum of around 25 children. The Reception Class and Nursery have their own toilet blocks – all other pupils share the two-cubycled boys' toilet or the 4-cubycled girls' toilet.

### TEACHING STAFF

Ms. A. Hedges	Headteacher
Mrs. D Mahood	Deputy Headteacher.
Miss L Heartfield	Nursery Teacher
Mrs. D. Mahood	Reception Class Teacher
Mrs. F Baldwin	Year 1 Class Teacher
Mrs J. Smith	Year 2 Class Teacher
Mrs D Heath	Year 3 Class Teacher
Miss E. Baron	Year 4 Class Teacher
Mrs. Mc Vey/ Miss. S. Meers	Year 5 Class Teacher
Mr. P. Spence	Year 6 Class Teacher

### SCHOOL SUPPORT STAFF

Mrs. J. Stannard	Teaching Assistant Level 3
Miss L. Johnson	Teaching Assistant Level 3
Mrs. D. Baxter	Teaching Assistant Level 3
Mrs. L. Anderson	Teaching Assistant Level 2
Ms. K Stewart	Teaching Assistant Level 2
Mrs. P Craven	Teaching Assistant Level 2
Mrs. L. Jones	Teaching Assistant Level 2
Mrs E Fitzsimons	Teaching Assistant Level 2
Miss S Dowling	Teaching Assistant Level 2
Miss A Lunt	Teaching Assistant Level 2
Mr. S. Murray	Teaching Assistant Level 2
Mrs J. Mason	Teaching Assistant Level 2/3

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## CROW ORCHARD SCHOOL'S ACCESSIBILITY PLAN

### ACCESSIBILITY PLAN April 2016-2019

	Targets	Strategies	Outcome	Goal Achieved
<b>Access to the Curriculum</b>	<p>To ensure that the Curriculum is accessible to all pupils through clear identification and understanding of individual needs and through appropriate differentiation and support. New tracking systems in place will be used to track children's progress to ensure best provision for all children. Children who would benefit from intervention programmes are identified and provided for.</p>	<p>Training- needs to be identified, as and when necessary. Suitable training courses to be specifically targeted to the appropriate person i.e. Class teacher, SENCO or Support Staff. Visual impaired pupils will have access to specialist teaching. Specialist equipment will be provided for any child or member of staff if</p>	<p>Teachers and all support staff in a position to meet the requirements of any Additional Needs that pupils may have.</p>	<p>Differentiation of the curriculum improved. Procedures in place to track that children are making appropriate progress. Increased access to the National Curriculum for all/any disabled or SEN pupils.</p>

		needed.		
<b>Physical Access to the Premises</b>	To carry out a number of different audits of the premises and the grounds to make sure that all who use the premises are aware of facilities and limitations to use and to put in place, through the School's Improvement Plan, a clear strategy for improving access over the successive years.	Proposed Foundation Stage unit will have ramp access and will provide wheel chair access. To improve the outdoor area so that there are quiet areas, seating areas and more play equipment. Seek information at early stage to identify children with SEN before they enter the Nursery and make any reasonable adjustments.	Clear view of possible improvements that can be made long-term to premises and a clear budget plan and School Improvement Plan produced to give clear direction to improvements throughout the building. School will take advice from appropriate agencies or services to enhance and improve the environment.	Physical accessibility of school to be improved.
<b>Access to School Information</b>	To make available, when appropriate, all written information in alternate formats - both to parents and to pupils. Also, to seek advice from	To seek advice from the appropriate bodies of the LEA on the services and the support that they can offer in converting	School able to produce and provide written information in other formats, if needed.	Delivery of information to disabled pupils, and/or to disabled parents, improved.

	the appropriate bodies of the LEA on the services that they can offer in converting written information.	written information. Use of ICT and other aspects of technology for converting to large print or to PC or other format, where necessary.		
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**This plan will be regularly reviewed every 3 years and if necessary revised in view of children/staff/parents and Governors needs at Crow Orchard.**