



The Crescent Primary School The Pioneer Academy

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Accessibility Plan

2023-2026

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Signed by:

Headteacher

Date:

Chair of governors

Date:

○ **Aims of the Accessibility Plan**

This plan outlines how The Crescent aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

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

The school board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- School board
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The school board will undertake an **annual** Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the school board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the school board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the school board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the school board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify aims and strategies to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

2. Planning duty 1: Curriculum

Aim	Strategies	Who	When	Outcome	Review
All staff members to understand the gaps in the curriculum with knowledge of individual needs.	<ul style="list-style-type: none">• Audit of the curriculum• Staff training• Staff meetings• Inset training• Inclusion meetings with class teachers and Inclusion Lead.	Head teacher, teachers, Inclusion Lead.	May 2023	Management and teaching staff are aware of the accessibility gaps in the curriculum Curriculum accessible to all children.	May 2026

<p>All Staff members to have the skills and necessary training to support pupils with SEND in the classroom and school environment.</p>	<ul style="list-style-type: none"> • Audit adult training needs to identify appropriate training courses, including medical interventions • INSET provided to staff members • Training for teachers on differentiating the curriculum • Staff meetings • Class provision maps provided by CT and updated regularly at 'pupil progress meetings' • Ring fence funding to support staff training and development. 	<p>Head teacher, external advisors, Inclusion Lead</p>	<p>May 2023</p>	<p>Staff members have the skills to support pupils with SEND. Staff confidence enhanced by appropriate training.</p>	<p>May 2026</p>
<p>Classrooms to promote the participation and independence of all children.</p>	<ul style="list-style-type: none"> • Assess the needs of children in the classroom and provide the necessary equipment as needed e.g. writing slopes/pencil grips/posture cushions/coloured overlays/fiddle toys 	<p>Class teacher Inclusion Lead</p>	<p>May 2023</p>	<p>Children needs are met and they are able to access the curriculum independently and confidently.</p>	<p>May 2026</p>

All children are able to attend school trips.	<ul style="list-style-type: none"> Needs of pupils with SEND are incorporated into the planning process Risk assessments and individual risk assessments are completed by class teacher/EVC Co-ordinator. 	Teachers Educational visits Coordinator (EVC)	May 2023	Planning of school trips takes into account all children including SEND children.	May 2026
All children with SEND can access lessons through differentiated computing software and resources.	<ul style="list-style-type: none"> Provide notebooks and other adjustments for pupils with SEND SEND assisted Software linked to the curriculum is used during lessons. 	Headteacher, ICT manager, SENCO	May 2023	Pupils with SEND can access lessons	May 2026
PE lessons are suitably modified to enable all children with SEND/Medical needs to access the PE curriculum, with access to appropriate sports equipment and resources.	<ul style="list-style-type: none"> Advice from Local Borough Occupational Therapists / Physiotherapists to support individual children with care plans. PE specialist teacher/ class teacher to modify curriculum to support children. 	Specialist PE Teacher Class teacher Inclusion Lead	May 2023	PE curriculum is accessible to all children with SEND.	May 2026

Pupils with disabilities are fully involved at playtimes.	<ul style="list-style-type: none"> • Specific information is shared among staff on noticeboards and at briefings to ensure staff are aware of needs and strategies. • Appropriate 1:1 support assigned where appropriate • Buddies system in place 	Class teachers Support staff Inclusion Lead Deputy Head	May 2023	Other children & adults aware of the needs of SEND children. Specific adults or children allocated to support children with disabilities.	Summer 2026
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4. Planning duty 2: Physical environment

Aim	Strategies	Who	When	Outcome	Review
All members of the community have equal opportunities to access the school premises and relevant information.	<ul style="list-style-type: none"> • Use of outside agencies, specialist centres and support groups • School premises are inspected and reviewed to ensure accessibility for all (including Health and Safety audits • School provides information in range of 	Head teacher SBM Premises manager	May 2023	Needs of all members of the school community are met. Physical accessibility of school and delivery of information is available to all.	May 2026

	alternative formats when necessary.				
Children with Hearing Sensory Impairment have full access to the learning environment.	<ul style="list-style-type: none"> • Tannoy system in place. • A radio aid is a microphone worn by the teacher that connects to a hearing aid, and can be passed to other pupils during activities such as group reading. • To install a hearing loop system. 	Head teacher SBM Premises manager Inclusion Lead	May 2023	Learning environment is accessible to children with hearing impairments.	May 2026
Children with Visual Sensory Impairment have full access to the learning environment.	<ul style="list-style-type: none"> • Automatic doors installed upon entry into building. • Slopes and ramps installed for access into playground and school buildings. • Handrails installed to allow easy access into buildings 	Head teacher SBM Premises manager	May 2023	Learning environment is accessible to children with visual impairments.	May 2026

Children with Medical needs have access to facilities.	<ul style="list-style-type: none"> Large bathroom and changing room on ground floor. Designated medical room. 	Head teacher SBM Premises manager Inclusion Lead	May 2023	Medical needs of children are met across the school.	May 2026
Children with physical disabilities are able to access school building.	<ul style="list-style-type: none"> Construction work undertaken where needed across the school. Reception outside area adapted to meet SEND children's needs. 	SBM/building contractors Head teacher	May 2023	School buildings are fully accessible	May 2026

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10. Planning duty 3: Information

Aim	Strategies	Who	When	Outcome	Review
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All members of the community to have equal opportunities and access to relevant information.	<ul style="list-style-type: none"> • Audit of information and delivery procedures • Use of outside agencies, specialist centres and support groups. 	Head teacher Inclusion Lead Office staff	May 2023	School and parents are aware of accessibility to information delivery procedures	May 2026
Written information is accessible to SEND pupils especially children with visual impairments.	<ul style="list-style-type: none"> • Provide written information in alternative formats • Investigate translating school publications • Incorporate appropriate colour schemes and font in publications and displays • Audit of Virtual Learning Environment (VLE) 	Head Teacher ICT Manager SMB Premises manager Office Staff	May 2023	Written information is fully accessible to children with SEND especially children with visual impairments	May 2026
School website is made accessible to children with SEND	<ul style="list-style-type: none"> • Audit of website • Website is modified to ensure access for all groups of learners 	Head Teacher ICT manager Office staff	May 2023	Website is fully accessible	May 2026

To ensure that parents who are unable to attend parents evening due to disability, can access parents evenings	<ul style="list-style-type: none"> Teaching staff to hold parent's evening via telephone or send home written information. 	Head Teacher Class teachers	May 2023	All parents are able to receive reports about their children's progress from class teachers	May 2026
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