



CRESTWOOD
COMMUNITY SCHOOL

Accessibility Plan

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act (2010).

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA)

“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”. This includes sensory impairment and learning difficulties resulting from or consisting of mental illness.

Key Objective:

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils with a disability. We also aim to eliminate barriers for staff, governors, visiting professionals, parents, and the community.

Principles:

Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s approach to SEN:

The school recognises its duty:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan. In performing their duties Governors and staff will have regard to the Disability Rights Commission DRC Code of Practice (2002) The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and Childs’ right to confidentiality.

Curriculum:

The school provides a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum. We aim to:

- Set suitable learning challenges
- Respond to the diverse learning needs of students
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Education and related Activities:

The school will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals.

Physical Environment:

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, more accessible fixtures and fittings.

Provision of Information:



The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The school contributes to Hampshire's Local Offer.

This plan will contribute to the review and revision of related policies:

- School Strategic Plan
- School Improvement Plan
- SEN Information Report
- School Equality Policy
- Curriculum Vision and Map

Reviewing this policy and action plan

This policy was reviewed by the Headteacher in March 2023 and submitted to the full governing body in May 2023. It will be reviewed in Spring 2026 or earlier if required.

Headteacher		Date	15.5.2023
Chair of Governors		Date	15.5.2023

ACCESSIBILITY ACTION PLAN Spring 2023- Spring 2026

General objectives relating to compliance, provision and information will continue

Specific Objectives & Actions	When	Monitoring and Reporting	Expected Impact	Evaluation (annually in Spring)
<p>To ensure no Student is denied access to the curriculum due to their learning or emotional difficulties by...</p> <p>Ensure all staff knowledge is up to date about children's needs by developing Student Profiles for pastoral and inclusion needs.</p> <p>Delivering Emotional Coaching training for staff and auditing its impact.</p> <p>Reform the school's Behaviour Management Policy with an emphasis on developing inclusive practices.</p>		<p>Assistant Headteacher for Student Services</p> <p>Governors Pastoral sub-committee</p>	<p>Improving achievement trends for students in receipt of learning, pastoral and/or inclusion support.</p> <p>Improved attendance for target groups.</p> <p>Reduction in disruptive behaviour by challenging students over time and a reduction in fixed-term exclusions.</p>	
<p>To effectively support students with medical conditions by...</p> <p>Implementing statutory guidance and reviewing the effectiveness of school practices across both campuses.</p> <p>Communicating Individual Healthcare Plans effectively with all necessary staff.</p> <p>Auditing and increasing the number of staffing with first aid and other medical training.</p>		<p>Deputy Headteacher for Pastoral</p> <p>Governors Pastoral sub-committee</p>	<p>Improving achievement trends for students with medical conditions in school.</p> <p>Increased parental confidence of young people with medical conditions.</p>	
<p>To ensure no Student is denied access to participating fully in the life of the school due to any physical disability by...</p> <p>Considering the impact of any environmental changes against the needs of students with physical impairments.</p> <p>Relocate school activities where practical to ensure maximum participation.</p> <p>Liaise with the local authority in ensuring any physical adaptations required to school buildings and its environment are considered.</p>		<p>Campus SENCos</p> <p>Senior Site Manager</p> <p>Governors Health & Safety Committee</p>	<p>Full participation in school activities by young people with physical disabilities.</p> <p>A school environment that is adapted to meet the physical needs of young people.</p>	