

Crabbs Cross Academy Accessibility and Equality Plan 2022 -2025

Purpose of the plan

This plan sets out the proposals of the Trust and Governing Body of the school to increase the accessibility of provision for all pupils, staff and visitors to the school in the three areas required by the planning duties under the Equality Act 2010 to:

- Improve access to the **physical environment** of the school, which means we will improve the physical environment and physical aids to access education.
- Increase access to the **curriculum** so that all pupils with a disability are able to be as well prepared for life as other pupils. This covers teaching and learning and the wider curriculum such as joining after-school clubs, school visits or cultural activities.
- Improve the **written information** provided to pupils, staff, parents and visitors with disabilities. These could be handouts, timetables, textbooks and information about the school and school events.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Legislation and Guidance

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.'

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment;
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) code of practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.' The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage

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that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policies
- Staff development
- Special Educational Needs policy
- Health and Safety Policy
- Behaviour Policy
- School Development Plan
- School Prospectus
- Premises Policy
- Emergency Procedures
- Staff Code of Conduct
- PE Policy

The school is restricted in accessibility for disabled pupils/staff/visitors in wheelchairs as there are two blocks with no covered access between them. The hall and dining space is in the lower block with two small flights of stairs, which are too narrow to have a chair lift. There is also no length, nor sufficient width to the corridor, to allow for a ramp in these areas without providing a health and safety risk to others. There is, however, access from outside the building, although there is no covered walkway.

This plan, which is available on our school website, will be reviewed yearly, although the accessibility aspects will run for three years.

The plan is developed through data taken from:

- Full Building Audits which are undertaken every five years by qualified personnel
- Analysis of data school holds such as:

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- The profile of pupils backgrounds and related progress information
- Pupil performance over time
- The SEND profile and data on progress
- Views of parents/carers gained from conversations, questionnaires, data on concerns voiced
- Behaviour analysis including bullying and racial abuse information
- Personal Emergency Evacuation Plans
- Pupil specific risk assessments
- Analysis of policies and procedures
- Information gleaned from parents as they arrive in school for the first time and from previous settings such as playgroups, nurseries or previous schools
- Information from experts within the community

For the purpose of this plan, points will be labelled 1,2,3 as indicated below.

1. Improve access to the **physical environment** of the school, which means we will improve the physical environment and physical aids to access education.
2. Increase access to the **curriculum** so that all pupils with a disability are able to be as well prepared for life as other pupils. This covers teaching and learning and the wider curriculum such as joining after-school clubs, school visits or cultural activities.
3. Improve the **written information** provided to pupils, staff, parents and visitors with disabilities. These could be handouts, timetables, textbooks and information about the school and school events.

Short/Medium/Long Term	Equality Priority	Person Responsible	Key Actions	What will success look like?	Timeframe	Monitored by whom?	RAG rating
	1. Improve access to the physical environment of the school, which means we will improve the physical environment and physical aids to access education.						
Short Term	Paint steps to highlight drop in old building	SH	Steps to be painted clearly	Drop from step is made clear to all community	Dec. 2021	Agility Risk and Compliance/	

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Short/Medium/Long Term	Equality Priority	Person Responsible	Key Actions	What will success look like?	Timeframe	Monitored by whom?	RAG rating
						LGB	
Short Term	Provide a pedestrian handrail at exit route from old building from the old kitchen	SH	Handrail to be fitted	Handrail for safe exit in place	Spring 21	Agility Risk and Compliance/LGB	
Short Term	To make classroom environments accessible for all pupils. Ensure furniture and classroom resources meet the needs of all pupils.	LB and AM	Accessible environments monitored through health and safety monitoring.	All classrooms will have accessible learning environments	Ongoing	Health and Safety Governor (JH) and LB/AM	
Short Term	To improve the lighting around the school site	SH	Extra lighting to be fitted to improve the visibility when moving around the school site	Lighting fitted beside the pedestrian entrance.	By summer 2022	SS/LGB	
Medium Term	To improve the perimeter fencing and gates. Access on Evesham Road will be improved as the hedge can be cut back with a better fence to hold the hedge. Forest school fence improved from playground Paint railings to	PR Associates	Perimeter fence to be replaced	Perimeter fencing will be replaced with a better alternative Access on Evesham Road will be improved	Easter 2022	PR Associates	

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Short/Medium/Long Term	Equality Priority	Person Responsible	Key Actions	What will success look like?	Timeframe	Monitored by whom?	RAG rating
	improve visibility and condition						
Medium term	To improve the library so that all pupils can access resources with ease.	LK	Talk to Learning Council about the library and how they would like it to be. Audit and order resources.	Library will be refreshed and renewed. Books/resources will be displayed for all to access with ease. Classes will have a timetabled slot each week	By Dec. 2022	SS/LGB	
<p>2. Increase access to the curriculum so that all pupils with a disability are able to be as well prepared for life as other pupils. This covers teaching and learning and the wider curriculum such as joining after-school clubs, school visits or cultural activities.</p>							
Short Term	To enable all pupils to have equality of access to timetables.	LB	Visual timetables displayed daily in all teaching areas, including spare classrooms.	All classrooms will have a visual timetable (appropriate to the age and needs of the children) displayed appropriately and changed daily.	Spring term 2022	LB and AG (SALT)	
Short Term	To create classroom learning environments that are well labelled, and support the learning.	SS, LB, middle leaders	Set expectations for learning environments with all staff. Learning environments monitored through learning walks and feedback to staff. Toolkits available for English and Maths.	All classrooms will have suitable learning environments appropriate to suit the needs and age of the children. Classrooms to have: English and maths working walls Visual timetable Spelling/phonics focus	Ongoing	SS and LB	

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Short/Medium/Long Term	Equality Priority	Person Responsible	Key Actions	What will success look like?	Timeframe	Monitored by whom?	RAG rating
				Affirmation boards Speaking and listening reminders Toolkits – maths and English – leaders to advise Clean white boards Sharp pencils Display of learning journey Proud board Reading corners displaying new books as directed by English lead			
Short term	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	SS/LB Teaching staff	Monitoring of participation of groups of children. Monitoring of provision and opportunities. Raising staff awareness of vulnerable groups, their needs and strategies to include them in activities that will enable them to make a positive contribution to school life.	Opportunities for all children to make a positive contribution to school life. Learning Council to represent pupils meeting regularly	By Easter 2022 and then on-going.	LB	
Short and Medium Term	To ensure that dyslexic pupils are well supported.	LB	To identify which colours are best for pupils and provide a coloured overlay for reading and as applicable coloured paper. To raise staff awareness through CPD.	External advice acted upon to inform which children require specific coloured overlays. Strategies from the dyslexia CPD are implemented and embedded throughout school.	Annually	LB	

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Short/Medium/Long Term	Equality Priority	Person Responsible	Key Actions	What will success look like?	Timeframe	Monitored by whom?	RAG rating
Medium and Long Term	Ensure the new 2 year cycle curriculum meets the needs of all learners.	SS/LB/subject leaders	Create curriculum Intents for all subjects Review content and whether it covers what pupils need to know Analyse data and outcomes – is the curriculum fit for purpose	2 year curriculum embedded with class teachers confidently teaching and planning for children Outcomes for children are in line or above National benchmarks Parents and carers know the curriculum Children receive their entitlement	Ongoing but to be embedded by summer 2023	SS/LB	
Medium Term	To make classroom environments accessible for all pupils.	LE – Computing Lead	Review and replace IWB	All classrooms will have IWBs that are of the highest quality All pupils have access to visual resources/learning	Review Spring 2022 Completed by Dec 2022	LGB	
Short term	Planning for Off-site educational visits includes appropriate provision for pupils with additional needs, including medical, cultural, physical, learning.	SS, LB, KP	Regular monitoring of access to extra curricular activities. Discussions with visit leaders.	No key groups are under represented on school trips.	Ongoing	SS and LB	
Short and Medium Term	To continue to make the curriculum and extra-curricular activities accessible to all pupils.	SS and LB JJ	To ensure current curriculum plans are inclusive for all pupils. To examine whether there is a need to extend the range of extra curricular activities	All children to have access to the curriculum as well as extra curricular activities. Extra curricular activities for vulnerable Learners to be monitored.	Ongoing	LB and SS	

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			and how these may be supported by parents and carers. Use Pupil Premium to support families to access the opportunities offered				
Medium Term	To narrow the gap between school standards and national standards.	All teaching staff	Staff use accurate data to indentify groups/ individuals requiring support and put in place action/teaching plans. Tracking meetings reflect on progress and challenge staff. Pupil progress meetings identify successful strategies and are solution focused.	Children have a choice in how to present their ideas, and how to demonstrate their skills. This greater engagement leads to higher skills being demonstrated and faster pace of progress.	On-going	SS and LB	
Medium term	Communication friendly classrooms.	LB	Communication audit of all classrooms. Training where needed, such as Sign along. CPD from SALT	Learning environments support speaking and listening. Language and vocabulary development has high priority in all classrooms for all learners	Summer 2022 – Dec 2022	LB and AG (SALT)	
Medium term	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes.	LB	Register created for the More Able pupils. Monitor the register to ensure equality for all pupils.	Analysis of register indicates it reflects the school’s diversity.	By September 2022	LB	
<p style="text-align: center;">3. Improve the written information provided to pupils, staff, parents and visitors with disabilities. These could be handouts, timetables, textbooks and information about the school and school events.</p>							

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Short Term	To improve communication with all community users, including those with disabilities.	SS	To renew school website, ensuring it is clear, simple and easy to use. All community users will have better access to information. Add Twitter account	School website is easy to use with the appropriate information accessible to all.	Spring 2022	SS	
Short Term	To ensure information is presented in user friendly way.	SS/LB	Presentation using different methods, to support individual needs.	The school ensures that both in lessons and parents' meetings, information is presented in a user-friendly way, eg, by reading aloud, using interactive whiteboards etc.	Ongoing	SS/LB	
Short and Medium term	To ensure equal access to information for all.	LB	To ensure staff have appropriate training to deal with current needs.	Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner/partial sighted.	Ongoing in line with SEND profile of the school.	LB	
Medium Term	Improve the playground markings around the school	SS	To renew the markings as they are getting tired and worn	New markings will improve the outside play area for all pupils.	By Sept. 2022	SS	
Medium Term	To improve the quality of signage around the building.	SS/BF	To evaluate the site and purchase signs, which are clear and direct people appropriately.	Signage reflects school location and entrances. Signs direct people around the site. Signage reflects a positive image of the school.	Dec 2022	SS Governors	
Medium term	To ensure stakeholders	LB	To increase levels of	Increased variety of information	Restart	LB	



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	are aware of SEND processes and guidelines.		awareness amongst staff and parents.	available Family Learning sessions, delivered by school staff and external professionals.	workshops Sept. 2022		