



# Three Legged Cross First & Nursery School

## Accessibility Plan

At Three Legged Cross First and Nursery School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of learning, perseverance and manners where every member of our school community feels that they truly belong and are valued.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully 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, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

### Objectives

Three Legged Cross First and Nursery School is committed to providing an environment that enables full curriculum access that values and includes all 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 and respects the parent’s and child’s right to confidentiality.

The Three Legged Cross First and Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may

assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Three Legged Cross First and Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored by the SENCo, governors and school leaders. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### Access Plan

#### Completed

Access Item	Activity	Timescale	Cost
Main entrance	Provide wheelchair access to main school entrance	Summer 2017 completed	£5,000
Access to classrooms	Provide path across front field area suitable for wheelchair use	2016-17 completed	£4,500

#### Next steps

Access Item	Activity	Timescale	Cost
Phone communication	Consider suitable phone systems to ensure inclusivity	2022	£2,000
IT access at home	To ensure all pupils have access to online learning resources	2021	£2,000

Access Item	Activity	Timescale	Cost
Learning environment	Staff to undertake a review learning environment from inclusive perspective	On-going	Staff meeting time
Provision Maps	SENCO to ensure provision maps based around code of practice.	On-going	Time £320
Resources	Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence.	On-going	n/a
Resources	Maths leader to review concrete resources used in Maths.	From 2015 onwards completed	£1000

Access Item	Activity	Timescale	Cost
Clear, straight forward and simple communication with parents and community	Information presented in variety of easy to access ways e.g. displayed in noticeboard for parents dropping off, sent via email, text and on school website. Language used is simple with any education terms/jargon avoided or clearly explained. Admin & teaching staff aware of individual who may need information explaining directly or personally.	In place	n/a
Access to info for pupils, parents, carers for who English is additional language.	Website translator	As necessary	£500
Effective home and school communication	Use of a variety of communication to meet the needs of our community: text, email, letters, verbal	In place	Text to Parents contract £70

*The primary purpose of the school is to ensure the provision of a high quality education for all learners, irrespective of gender, ethnicity, social and economic background and circumstances, sexual orientation, physical or intellectual capability, nationality, religion or belief, age or chosen lifestyle.  
This policy has been reviewed in line with the schools single equality policy.*