

# The Weald Federation

Of Five Ashes, Frant, Mark Cross and Mayfield Church of England Primary Schools



**With God's love we grow and learn together**

To be an inspirational place of learning. Together, with our community, we strive for excellence enabling every child to flourish.

Through our Christian ethos, we aim to empower our pupils to become independent, reflective learners able to contribute to our ever-changing and diverse world.

## Accessibility Plan Mark Cross

Led by:	Joanna Challis and Jo Warren (EHTs)
Date implemented:	September 2020
Date for next review:	September 2023
Approved by:	EHTs or GB
ESCC policy / school	School

Mark Cross Church of England Aided Primary School:

# Statement of Accessibility 2020-21

## Statement of Accessibility

### Arrangements for providing access to learning and the curriculum

The school will ensure that all children have access to a 'balanced and broadly based' curriculum and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly beneficial to that individual and leads towards inclusion. Refer to inclusion policy.

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. There are high expectations of all pupils.

Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring and collaborative learning. Staff training will ensure that staff are suitably qualified to support all children. This will be proactive i.e. Training will be sought in readiness of children entering reception in the near future.

Schemes of work and policies for each area of the curriculum are in place and differentiated to include appropriate learning outcomes for all pupils. Each policy refers to the Inclusion Policy.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the curriculum and extra-curricular activities are barrier free and do not exclude any pupils. All pupils are encouraged to participate in music, drama and physical activities.

## Access to information

Information is provided to parents/carers in written format via letters, newsletters, parent mail or emails, supported by summaries told to the children by the head or class teachers when those letters are issued. Parents/carers requiring other formats would have this provided.

Larger type font will be used when required.

Staff are available to parents before and after school, usually via appointment, to discuss issues and clarify information sent home. We ensure access to information for children by flexible grouping e.g. pairing children / peer support / extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through ICT or peer / adults scribing.

Visual resources are available and used throughout the school. Resources are labelled and visual pictures are added to these labels to further improve clarity.

All children requiring information in formats other than print would have this provided (e.g. Braille, Communicate in print, Makaton etc.)

If and when children with severe visual and/or auditory disabilities are received into the school, the Head Teacher will liaise with parents, Class Teacher, SENDCo and if necessary LA sensory services, to ensure that those children have equal access to all information.

## Incorporating disability issues into the curriculum

Mark Cross CEAP School accepts its responsibilities to promote disability equality according to the Disability Equality Duty, and views this extension of its duties alongside Parts 2, 3 and 4 of the Disability Discrimination Act (DDA) as a further positive step towards achieving equality for disabled pupils and staff across all areas of school life. Refer to equalities policy.

The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice can be sought from disabled people's organisations on appropriate resources. Members of the school community and the local community are invited into school to help raise awareness of issues when appropriate.

Library resources will be regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority will be given to the ordering of books with positive images and a positive portrayal of disabled people as they become available.

## Terminology, imagery and disability equality

The school works with the children to understand the impact of the words they use, and deals seriously with derogatory name calling related to special educational needs or disability.

We will try to make sure we have positive images of disabled children and adults in displays, resources etc.

We aim to make optimum use of Circle Time and PSHE lessons for raising issues of special educational needs and other disability equality issues.

(Please see bullying policy, behaviour policy and equality scheme and SEND policy)

## Listening to disabled pupils and those identified with additional needs

Mark Cross CEAP School encourages the inclusion of all children. We have circle time throughout the school. We use pupil voice within the school.

The school has class a school council. These meet regularly and all children are encouraged to participate and are listened to and valued.

We aim to include children in their target setting and encourage and support them to take an active part in their reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

## Working with disabled parents/carers

Mark Cross CEAP School recognises that there could be a number of disabled parents/carers of children within the school, and we would work to try and ensure they are fully included in parents/carers activities.

When a child starts at the school we ask the parents/carers about their access needs and then would send notes, newsletters or other information home in the required format e.g. audio tape, large print etc.

## Disability equality and trips or out of school activities

Mark Cross CEAP School aims to make all trips inclusive by planning in advance and using accessible places. All school visits are made accessible to all pupils irrespective of impairment or attainment.

All children are welcome at our after school activities.

The Disability and Equality Scheme will be monitored alongside the Accessibility Policy and reported in the same cycle to the Governing Body.

Statement of accessibility to be read in conjunction with:

Disability Equality Scheme

Equal Opportunities Policy

Inclusion Policy

# Improving the physical access of Mark Cross Church of England Aided Primary School

## Definition of disability

A person has a disability if he/she has a physical or mental impairment which has a substantial and longterm adverse effect on his/her ability to carry out normal day to day activities. (DDA 1995, revised 2005)

'Substantial' adverse effect means something more than minor or trivial.

A 'long-term' effect is one which has lasted more than 12 months or for which the total period is likely to be at least 12 months or likely to last for the rest of the person's life. This can also apply to recurring conditions.

Normal day to day activities are listed in schedule 1 of the DDA.

We are aware that pupils may be defined as disabled under other legislation and may be receiving services under that legislation.

(See code of practice for schools for other legislative definitions.)

## Access audit of existing school environment

It is the intention of the staff and governors of Mark Cross Church of England Aided Primary School to improve the physical environment of the school to increase the extent to which disabled pupils and members of the community can take advantage of the education and associated services offered by the school.

In improving the physical access of the school, the needs of disabled staff, pupils, parents and carers and members of the local community, where possible will also be considered.

### Front entrance

Via steeply sloping pathway from the roadside pavement to the front door, overall entrance width, when fully open, 1400mm. This is wheelchair accessible, but help would be required from an attendant to manage the sloped pathway if using a manual wheelchair.

### Rear entrance

Via the pub car park (gravel surface) and gate leading to sloped pathway to playground area. The existing pedestrian gate is not easily negotiable using a wheelchair, however the larger gate can be opened if required.

### Ground floor

The entrance hallway is wheelchair accessible, however the school office, Head Teacher's office and girls and boys toilets would be difficult to access using a self-propelling or electric wheelchair as door widths and turning space is limited. The year 5/6 classroom is accessible and is likely to provide adequate circulation space to a wheelchair user. The separate, astro turf area is on a slope and help would be required to make it wheelchair accessible. The path to the main playground requires a set of steps off the astro turf area. The mud kitchen area is wood chipped and gated and would be difficult to negotiate using a wheelchair or wheeled walking aid. The reception class is currently inaccessible for wheelchair access due to restricted space. Careful consideration to the planning and layout of the furniture and equipment would be necessary together with the widening of the existing doorways from the hall. The Y1/2 classroom is

likely to be accessible using an attendant to negotiate the existing 700mm doorway, this space only allows 25mm space for hands on wheelchair rims if self-propelling a wheelchair. Widening of this doorway and others mentioned would be necessary to ensure ease of access. The staff toilet is wheelchair accessible, although help may be required to remove the wheelchair and close the door. This is clearly dependent upon the dimensions of the wheelchair and the needs of the disabled person. The corridor to the staff toilet is also a cloakroom, bags and coats would have to be left carefully or a new place found for them to be left for ease of access. The stairs down to the staff toilet have a wheelchair lift.

## First floor

The whole of the first floor including the year 3/4 classroom, the library, photocopier, staffroom and small groups room are all currently unable to be accessed using a wheelchair as there is no existing lift facility. However, a wheel chair could be kept upstairs. this would be dependent upon the individual's ability to negotiate stairs and complete the necessary transfers to /from wheelchairs as required. All doorways would need to be widened on the first floor to ensure ease of access. A stair lift would enable a wheelchair user to access the first floor. The wheelchair user would need assistance to get in and out of it and their wheelchair and would require assistance to store the excess wheelchair safely. A wheelchair stair lift would enable a wheelchair user to access the first floor. The installation of either of these types of stair lift on the main stairwell would need to include a range of safety measures such as key switches to ensure the safety of all pupils and staff.

In case of fire a quick evacuation from the first floor for a wheelchair user would be difficult.

## Lighting, Signage & Acoustics Outdoor

Signs directing people to the school entrance from the pavement in front of the church are not obvious to see. Whether an extra sign can be put on church land would need to be looked into and funding arranged.

Outdoor lighting is in place on the path leading immediately around the building

and school hall. Lighting is limited when leaving the school gate at the front entrance and when entering the pub car park at the rear. Arrangements for better lighting would need to be made in conjunction with the pub landlord, church and Mark Cross Community Centre.

## Indoor

Each room has a basic floor area map to show fire escape routes - these can also be used to locate each class base.

There is no sign indicating that visitors must go to the office as this is necessary before entering into the main school building through a security door.

Pictorial toilet signs indicating boys and girls toilets are in place. A pictorial sign indicating the disabled toilet is in place.

Lighting is currently adequate in all areas except the ground floor hallway at the bottom of the stairs. Additional lighting of this area is likely to be required during the winter months.

Additional lighting, choice of paint colour (when redecoration takes place) should be considered together with the use of low vision tape to increase accessibility of the school premises for those with low vision.

The hall has an echo that can make it hard for children with impaired hearing to hear instructions / talking clearly. Consideration should be given to investigating improved sound-proofing to the benefit of both staff and pupils.

Additional equipment such as the installation and use of individual microphones /loop systems / flashing lights linked to the fire alarms would need to be investigated in order to meet the needs of pupils with a hearing loss.

## Accessibility Plan - Improving the physical access of Mark Cross Church of England Aided Primary School

Short Term	Targets	Strategies	Outcome	Timing	Goals Achieved
On-going	Improve signage within the school	- Refer to catalogues - Purchase improved signs and replace as necessary	Clearer signage of facilities inside the school	April-July 2021	Clearer signage reducing queries / questions / anxieties
On-going	On-going Improve the Entrance and Year 3/4 class flooring -	Replace carpet in Year 3/4 classroom with vinyl	Lighter and more welcoming with greater longevity.	April-July 2021	More welcoming Classroom for pupils / staff Seamless joins, making wheelchair use and walking easier

<b>Medium Term</b>					
	Investigate improving outdoor lighting of areas used to access school but which do not belong to school	-Consult owners of the land - Gather quotations for additional lighting -Authorise the new lighting	School made more accessible to all	June 2021 December 2021	Physical accessibility of school increased
<b>Long Term</b>	Improve soundproofing of hall	-Seek advice from specialists - Research types of soundproofing -Get quotes for soundproofing -Authorise soundproofing to be installed	School is more accessible to children with sensory loss	2022 - 2023	Physical accessibility of school increased