



Crispin
School

Aspiration - Compassion - Excellence

ACCESSIBILITY POLICY

Updated February 2024

Approved by:	Chair of Governors: Headteacher: 	Date: February 2024
Last reviewed on:	December 2022	
Next review due by:		

Vision

- Our aim is for each student, member of staff, parent and carer to be able to participate fully in all the opportunities offered by the school.
- We welcome and respect all identities, backgrounds and circumstances.
- We want to stop discrimination and educate our community to prevent future discrimination.

Rationale

Crispin is committed to equal opportunities and in supporting every individual to achieve their personal best. We seek to remove barriers to learning for all pupils, including those with physical disabilities.

This plan is intended to:

- Help improve access to and around the school site for pupils, staff, visitors and other site users.
- Extend to all potential school users who have physical impairments which may restrict their access around the school.
- Ensure that school documentation is accessible to all.

Purposes

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and is designed to increase access around the school sites in the following three aspects:

- School curriculum
- Physical environment
- School information

Definitions

A disabled person is defined as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Clarification of the terms:

- 'Physical impairment' includes sensory impairments; (e.g visual, hearing)
- 'Mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'Substantial' means 'more than minor or trivial'
- 'Long-term' is defined as twelve months or more

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments. These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;

- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Monitoring, Evaluation and Review

Where disabled students are placed at a substantial disadvantage, we will consider whether any reasonable adjustment can be made to overcome that disadvantage. Any actions to secure improved accessibility will be within a reasonable time and in ways which are determined after taking account of the students' disabilities and any reasonable adjustments that are preferences expressed by students or their parents / carers.

The SENDCo will monitor the progress of pupils with disabilities and will plan appropriate intervention where there is underachievement. The SENDCo will also make representations and recommendations to the Headteacher where additional resources are needed to improve access for disabled students.

This policy includes examples of how Crispin facilitates accessibility. These examples are far from an exhaustive list. This plan should be read in conjunction with the Equality Scheme, of which this document is a part, as well as the Special Educational Needs Policy.

GUIDELINES FOR IMPLEMENTATION

Curriculum Access and Participation

- The SEND Team at Crispin works to provide access to the curriculum for pupils with special educational needs.
- Pupil passports are drawn up (located on Provision Map) and appropriate support provided dependent on the needs of the individual.
- All students are entitled to access extra-curricular activities and judgments are made when the need arises as to the appropriateness of each activity, based on a risk assessment.
- The Senior Leadership Team member responsible for Curriculum Enrichment tracks any enrichment programme or activity for uptake by disadvantaged groups.
- We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. Further details are found in the SEND Policy.
- We find ways in which all students can take part in sport, music, drama and extra-curricular activities and school trips in such a way that students with disabilities can participate where it is reasonable to do so.
- We undertake enhanced transition programmes for students moving to Crispin with additional needs.
- We provide direct teaching and interventions to raise the achievement of students with learning and communication difficulties.
- We promote equality and awareness as part of the curriculum including via specific events for all members of the student and staff community.
- We will liaise with specialists to support individual students. Among these specialists are the following: physiotherapists, educational psychologists, Autistic Spectrum Disorder (ASD) Outreach Team, speech and language therapists, doctors, the school nurse, social workers, sensory support service including Hearing Impaired and Visually Impaired services.
- Staff receive and have on-going access to support, information and training to meet the needs of individual students.

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will not discriminate against people with disabilities.

Should a member of staff become disabled, the governors will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

The Physical Environment

We will endeavour to improve provision for disabled students and staff by maintaining the physical environment of the school, within the limits of the resources available. Where necessary, and by way of examples, including the following:

- Movement around the building, for example by adaptations, a lift in one location
- Accommodation within the building, by providing toilets for disabled students and staff including
- Furniture, including supportive seating
- Information and communication technology, by selecting appropriate hardware and software
- Provision of disabled parking bays
- Signage, by putting it in clear print

Accessible information

Where it is appropriate and reasonable to do so, within resources available, information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through IT.

We always take account of disabilities, be they the students' or their parents'. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

Review

The plan will be reviewed in line with the school's Equality Plan every year. Reviews will involve students, staff, parents and governors. All students, staff, parents and governors are able to raise matters of concern or for potential improvement at any time by contacting the school.