

## **School Accessibility Plan 2020 - 2023**

### **Introduction**

At Chesterton Primary School we are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Where at all possible, we will take reasonable steps to ensure that stakeholders are not placed at a substantial disadvantage due to disability. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in schedule 10, paragraph 3, relating to Disability, of the Equality Act 2010 and The Special Educational Needs and Disability Regulations 2014. The LAC is accountable for ensuring the implementation, review and reporting on progress over a prescribed period of time. This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake 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 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.

Chesterton Primary School plans, over time, to ensure continuing and improved accessibility of provision for all pupils, staff, parents/carers and visitors to the school.

This Accessibility Plan covers a three year period and will be updated annually as necessary.

### **Definition of Disability**

“A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities”. *The Equality Act 2010*

### **The Accessibility Plan will address:**

- Improving access to the physical environment of the school, adding further specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education, as well as changes to the physical environment which will increase access for staff, parents/carers and visitors to the school
- Increasing access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as prepared for life as every other pupil. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum
- Improving and making reasonable adjustments to the delivery of written information to pupils, staff, parents/carers and visitors with disabilities. Examples might include hand-outs, timetables, text books and sources of information about the school and school events. This information should be made available in preferred formats within a reasonable time frame
- No child who has been diagnosed as having a disability will be discriminated against during the admission process to the school because of their disability. The school maintain that each child will be given the same consideration throughout the admission process

Our Accessibility Plan is published on our school website and copies will be made available to parents/carers on request.

### **Contextual Information**

Chesterton Primary School is predominantly a one storey building. Our training room however is on the first floor and is accessible by stairs only. All classrooms (except the music Room, an intervention room and one year 6 classroom) are accessible for wheelchair users, ramps are provided to ensure secondary fire escape routes. Both halls have a specialist lift to enable access. The site has two designated toilets that are accessible to all children who are disabled and one adult toilet/ bathroom. There are no facilities on site for car parking.

### **Current Range of Known Disabilities**

Chesterton Primary School has pupils with a range of disabilities including visual impairment, hearing impairment, Autistic Spectrum Disorder, moderate and specific learning difficulties and other medical and physical difficulties. When children enter school with specific disabilities, the school liaises with relevant external professionals, for example, Local Authority officers, the child’s current teacher, School Nurse, Occupational Therapists and also with parents/carers to ensure a smooth transition and that all reasonable adjustments that can be made are made.

### Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

### Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Curriculum policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Special educational needs policy
- Supporting pupils with medical conditions policy

### Policy Sign off – School Accessibility Plan

	Reviewer	Date	Approver	Date
<b>Reviewer / approver</b>	SENCO	Autumn 2020	LAC- Standards and Pupil Welfare	
	<b>Next Review</b>			Autumn 2023

## Improving Curriculum Access at Chesterton Primary School

<b>Action</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Achievement</b>
Audit of pupil needs	Review the specific needs for pupils living with a disability. Consider daily living requirements, relationships and aspirations	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of external professional specialists has been made available	SENCo / Deputy Head – Inclusions	Ongoing with regular meetings if appropriate Autumn 2023	Increase in access to all school activities for all disabled pupils
Increase confidence of staff in making appropriate changes to the curriculum	Audit/be aware of staff training needs on curriculum access. Assign particular CPD training where necessary	All teachers are able to more fully meet the requirements of disabled children with regards to accessing the curriculum	SENCo / Deputy Head – Inclusions	Ongoing Autumn 2023	Greater rates of academic progress and higher achievement levels
Ensure all relevant staff are aware of disabled children's curriculum access – this includes children with ASD	Set up a system of individual access plans for disabled pupils when required. Information sharing with all agencies involved with the child	All relevant staff are aware of individual child's needs	SENCo / Deputy Head – Inclusions	Ongoing through provision maps Autumn 2023	Improved emotional well-being. Greater rates of academic progress and higher achievement levels
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture to support the learning process on an individual class basis. Plan the organisation of resources and visual aids considering individual needs	Lessons start on time without the need to make adjustments. Teachers are confident all the children are able to access resources and the curriculum	SENCo / Senior Leadership Team	Ongoing Individual workstations in place for identified pupils Autumn 2023	Increase in access to the curriculum and greater confidence and independence
Use of IT to support learning	Ensure software and hardware options are examined. Ensure software is installed where needed	Individual disabled pupils regularly use appropriate IT for their needs in the classroom and wider school	Computing Leader of Learning Coordinator / SENCo	Ongoing Autumn 2023	Increase in access to the curriculum
All out-of-school activities are planned to ensure, where reasonable, the participation of all pupils	Review all out-of-school provision to ensure compliance with legislation. Apply for additional funding to cover access costs for children with additional needs where appropriate.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements. Risk assessments in place.	Senior Leadership Team / teaching staff/ SENCO	Autumn 2023	Increase in access to all school activities for all disabled pupils
Ensure PE curriculum is accessible to all pupils	Gather information on accessible PE and disability sports.	All pupils will have access to sport and have the opportunity to excel	PE Coordinator	Autumn 2023	Higher levels of overall fitness, confidence, co-operation and emotional

	Seek disabled sports people to visit the school				well-being
Volunteers are aware of disability needs of particular pupils	Volunteers meet with DH / class teacher before commencing work with a particular pupil. Strategies and needs are discussed	All volunteers aware of particular needs of children	DH/ class teacher	Autumn 2023	Successful partnership with volunteers, for example in reading – progress made by individual children

### Improving the Delivery of Written Information at Chesterton Primary School

Target	Strategy	Outcome	Responsibility	Timescale	Achievement
To make available school brochures, letters and other information for parents/carers in alternative formats when requested	Review all current publications and promote the availability of different formats. The school website will be accessible for a person with visual impairment	All school information available for all who request it	Senior Leadership Team / Business Support Staff	Autumn 2023 and/or when requested	Delivery of school information to parents/carers and the local community improved
To make written information to visually impaired pupils available in different formats i.e. large print, symbols, different colours, braille	The school will make itself aware of services available for converting written information into alternative formats. Class teachers will adapt formats as necessary	Pupils will be able to access written information in different formats	Teaching staff / SENCo	Autumn 2023 and/or when requested	Delivery of information to visually impaired pupils is improved
Annual review information to be as accessible as possible for child, parent/carer and other professionals involved	Adapt all paperwork for reviews to reflect the needs of the child and/or parents/carers	Pupils and parents/carers will have an enhanced understanding of review proceedings, targets and outcomes	SENCo	Autumn 2023 and/or when requested	More effective and purposeful reviews with improved communication and understanding

## Improving Access to the Physical Environment of Chesterton Primary School

Item	Activity	Timescale
Signage	Appropriate signs for the visually-impaired	In place
Door handles	Ensure door handles contrast in colour with main body of door	In place
Fire alarm	Audio-visual fire alarm fitted throughout school – flashing light	In place
Evacuation routes	Ensure all disabled pupils can be evacuated safely. Put in place a Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	In place
Key pads	Check height of key pads for wheelchair users Key pad at wheelchair user height at the front of the school / main office area	In place
Inclusive discussion regarding access to all areas of the school	Invite comments and suggestions specifically from parents/ carers with disabilities when their child joins the school regarding their own needs in accessing the school premises. Invite feedback from visitors to the school	On going
Lifts	Power to be reinstated to the KS1 hall lift	By December 2020
Step edges	Yellow strip on all edges	By Spring 2021