



Accessibility Plan

Date of approval: January 2018

Review date: January 2021

Staff lead: Tina Blankley

Approved by: Premises Committee

Accessibility Plan

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- ❑ girls and boys;
- ❑ minority ethnic and faith groups;
- ❑ children who need support to learn English as an additional language;
- ❑ children with special educational needs;
- ❑ gifted and talented children;
- ❑ children who are vulnerable;

We acknowledge that there may be times when this is unmanageable or inappropriate, despite our wishes or best efforts.

We currently have children with a range of needs and abilities (January 2018) including (this list is not exhaustive):

- asthma
- eczema
- ADHD
- Allergies
- Heart problems
- Eating disorders
- Hyper-mobility
- Visual impairment
- Turner's syndrome
- Post viral fatigue syndrome
- Cerebral Palsy

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

The main priorities in the school's plan

We take advice on support needed for children with additional needs and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- **The school draws on the expertise of external agencies to provide specialist advice and support.**
- **The SENCO has an overview of the needs of disabled pupils.**
- **There are high expectations.**
- **There is appropriate deployment and training of learning support staff.**
- **Successful practice is shared within the school.**
- **The school works with partner schools.**
- **Disabled pupils have access to extra-curricular activities.**

1. Chancel Primary is committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Chancel Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve 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.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life, as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Equality Information & Objectives
 - Health & Safety (including off-site safety)
 - Special Needs
 - Behaviour Management
 - School Development Plan
8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan; therefore some items will roll forward into subsequent plans. The audit will need to be revisited at the end of each three-year period in order to inform the development of the new Plan for the following period.
9. The School's complaints procedure covers the Accessibility Plan.
10. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
11. The school will work in partnership with the local education authority in developing and implementing this plan.

Equality Information

This policy is underpinned by the Equality Information and Objectives Policy for Chancel Primary School which is available on request.

As a dyslexia friendly school we take into account the needs of children with specific learning difficulties.

This policy applies to the whole of Chancel Primary School, including the Early Years Foundation Stage.

The policy will be disseminated widely to all staff members, governors and parents and it will be reviewed every three years.

Approved by Governing Body (sign): _____

Dated: _____

Chancel Primary School Accessibility Plan 2018-2020

Improving the Physical Access at Chancel Primary School

Item	Activity	Timescale	Cost £
Staircases	Colour-contrasted handrails to both sides of staircases	By Spring 2018	
Provision of induction loops	Hall	By Autumn 2019	
Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as money allows.	Ongoing as costs allow	
School literature and information to be made available in alternative formats, as required by service users and stakeholders.	School to make itself aware of services available through the LA for converting information into alternative formats.	As required	
Raise staff awareness of disabilities issues.	Staff meetings and staff consultation times provided to maintain effective communication and care for pupils.	Ongoing – as required	
Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. EVOLVE Form and Risk assessments.	Ongoing – as required	
Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Ongoing – as required	
Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability – with particular reference to P.E.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas. Thorough planning.	Continuous.	