

Chaddlewood Primary School Accessibility Plan

September 2018- 2021

1. Introduction Schools' duties around accessibility for disabled pupils:

Schools and LA's need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- ✓ promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- ✓ prepare and publish a Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- ✓ Not to treat disabled pupils less favourably for reasons related to their disability
- ✓ To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- ✓ To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- ✓ increasing the extent to which disabled pupils can participate in the school curriculum;
- ✓ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ✓ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

- ✓ In drawing up the **Accessibility Plan** the school has set the following priorities:
- ✓ To provide safe access throughout the school for all school users, irrespective of their disability.
- ✓ To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- ✓ To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Chaddlewood Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school vision statement, which states:

Chaddlewood Primary School's vision:

At Chaddlewood we believe that ...

Everyone should be inspired to love learning.

Intelligence is not fixed but changeable – we encourage everyone to do the best they can.

Mistakes are learning opportunities which should be embraced.

Education is a team effort and we are on this learning journey together.

Each child should be valued for who they are by encouraging trust, co-operation and individual talents.

We should care for our community and the world around us.

We should have respect and tolerance for each other and celebrate our differences.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

This Accessibility Plan has been informed by analysis of pupil & staff data and additional information gathered from advisers. According to the DDA Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Chaddlewood Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- ✓ Disability One Equality Scheme
- ✓ SEND policy
- ✓ Equal Opportunities
- ✓ Inclusion

This plan considers the following three areas as identified in the introduction:

- A. Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation.
- B. Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment.
- C. Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of

time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the school curriculum. The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCO manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

Our PSA and specialist ALS TA provide additional support for pupils and they support teachers in implementing strategies for improving pupils' behaviour and access to learning. The school and SENCO works closely with specialist services including:

- ✓ MAST
- ✓ Educational Psychology service
- ✓ Speech and Language Therapy
- ✓ CIT
- ✓ Sensory Support Team
- ✓ Strategic Support for SEN
- ✓ CAMHS
- ✓ School Nursing Service
- ✓ Children's Development Centre

Improving access to the physical environment of the school. This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Chaddlewood Primary School.

Improving the delivery of information to disabled persons Staff are aware of the services available through the LA for converting written information into alternative formats. 8. This Access Improvement Plan is reviewed annually by the Governors' Pastoral Committee & Governors' Building Committee. In addition it will be reviewed three yearly by the DES Working Party following consultation with the larger school community, the PTA, school council and questionnaires. 9. Information on how to view this plan is included in the DES and in the school prospectus.

Issue	Action	Person responsible	Resources	Completion date	Success Criteria
1. Children with sight difficulties need to access resources and reading materials.	<ul style="list-style-type: none"> ✓ Large print books from library service as recommended by the sensory support team. ✓ Minimum of 24 point font used on displays. ✓ Recommendation made by SST followed by school. 	SENCO and class teachers	Large font books. Clear displays	Ongoing as necessary	The relevant children are able to access the same learning resources as other children.
2. Demarcation of doorframes and stairs.	<ul style="list-style-type: none"> ✓ To ensure all new painting work allows for clear colour demarcation. ✓ Ensure that steps have lines at the front to help with depth perception. 	HT, Caretaker, Sites and Buildings committee.	Money to fund painting as appropriate.	Ongoing as necessary	Children with sight problems are able to physically access the site and move around it safely and confidently.
3. External lighting in the car park and paths leading to the school entrances is adequate.	<ul style="list-style-type: none"> ✓ To improve lighting provision in the darkest areas leading to the entrances and car park. ✓ Input from H&S officer Carl Challinor on placing of lighting. 	HT, Caretaker, Sites and Buildings committee.	Quotes to be sought.	July 2016	The lighting to the entrances is adequate in the winter months and enables children and adults to see paths and kerbs.

