Cheveley C of E Primary School

Accessibility Plan

Issue date: Spring 2023

Review date: Autumn 2025 Autumn 2026

Adopted By Signature: Chair of Governors

Accessibility Plan

Introduction
This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Definition of Disability
Under the Equality Act 2010, a person is legally defined as disabled if they have a **physical or mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

Key Objective
To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, pupil's parents and prospective pupils, with a disability.

Principles
1. Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy

2. The school recognises its duty under the Equality Act 2010 as-

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an accessibility plan

3. In performing their duties, governors and staff will have regard to the Equality Act 2010 and statutory policies.

4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

5. The school provides all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 (2017) framework, which underpin the development of a more inclusive curriculum by; setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity
This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

A) Education & related activities
The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

B) Physical environment
The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

C) Provision of information
The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. These are available from the school's SENCO or from the front office.

Contextual Information
Cheveley C of E Primary school was built in 1861 and has been enlarged twice since; once to incorporate the school Hall and Community Room and again to incorporate the Early Years/KS1 building, comprising two classrooms and toilets. The school site is a listed site. Access to the building is via steps although there is ramp access via the side of the Community Room and across the courtyard to both the school hall and the EYFS/KS1 building. The lower KS2 corridor can be accessed by a wheelchair from the playground. Within the main part of the building there is a small and fairly narrow flight of steps from the reception / Hall area to the lower corridor. No wheelchair ramp is in place and at present we have no wheelchair dependent pupils, parents or members of staff. Because of the narrowness of the steps and proximity of the girls toilet block specialist advice and guidance would have to be obtained regarding the fitting of a wheelchair access lift (rising platform) at these stairs. There is one disabled toilet on site which does not contain a hydraulic changing bed.

Current range of known disabilities
The school has children with a range of disabilities to include moderate and specific learning disabilities.

Action Plan

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in adapting the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, adaptation and recording methods Online learning modules if required	On-going and as required	HT SENDCo	Raised staff confidence in strategies for adaptation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENDCo	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with	As required	SENDCo	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	Computing subject leader	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE Subject leader	All to have access to PE and be able to excel

2. Improving access to the physical environment of the school

Cheveley CE Primary is continuing to grow and develop. It is hoped that we will be able to improve the facilities. Provision, in exceptional cases, will be negotiated when a pupil's needs are known. We have a wide range of equipment.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	To create access plans for individual disabled pupils when required	As required	SENDCo	Access plans are in place for disabled pupils when required
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and ongoing	HT	Staff are aware of needs and they are met.
	Through questions and discussions and newsletters find out the access needs of parents/carers	Ongoing Annually	HT	Parents have full access to school activities.
	Consider access needs during the recruitment process.	Recruitment process	HT	Access needs do not influence recruitment and retention of staff.
	Ensure that staff are aware of the Environment Access standards.	Induction and ongoing	HT	
Layout of the school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign.	As required	HT, Governors, Site Manager, school surveyor	Re-designed buildings are usable by all.

3. Improving the delivery of written information to disabled pupils.

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information in letters in clear print in simple English. The school office will support and help parents to access information and complete school forms. Ensure that the website and all documents that are accessible from the website can be accessed by the visually impaired.	During induction & ongoing	Teachers Leadership Team School Office	All parents receive information in a form that they can access. All parents understand communications received from school.
Improve the delivery of information in writing to pupils – select an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment. Consider using different colour paper if this helps. Transition Booklets produced for pupils with EHCP / significant needs at key times of change. Increase visual materials / Social Stories and additional resources to support communication and learning.	As required	Teachers Leadership team School Office	Pupils can access written information in a format that best suits them.

Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information Guidance to staff on visual impairments and accessible information.	ongoing	SENDCo	Pupils can access written information in a format that best suits them.
EHCP and Annual Review information to be as accessible as possible	Child friendly support plans in place Information is on the school website Meetings in school to be warm, welcoming and inclusive with clear communication	As required	SENDCo Teachers	EHCP and annual reviews are child and family friendly and transparent / clear to all participants.

This plan will contribute to the review and revision of other related school policies such as; School Development Plan, Raising Attainment Plan, SEND policy, equalities statements and the Staff Handbook.