



Policy:	ACCESSIBILITY PLAN 2024-27
Policy Date:	AUTUMN 2024
Review Cycle:	3 Years
Reviewer:	Resources Committee
Approved:	
Next Review:	AUTUMN 2027

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if he or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The Action Plan will form part of the Resources committee and will be monitored by the Headteacher and evaluated by the relevant Governors’ committee.

Chawton CE Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Chawton CE Primary School’s Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- 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. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

‘Let all that you do, be done in love.’ 1 Corinthians 16:14

‘Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.’ Joshua 1: 5-9

‘If we walk in the light as He himself is in the light, we have fellowship with one another...’ 1 John 1-7

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resources Committee.

Vision and Values

Jesus said "I have come so that you might have life – life in all its fullness." John 10:10

Jesus encouraged all his children to live life in all its' fullness. Through our core values of **love, courage** and **fellowship**, and with an enquiry approach to our inter-disciplinary curriculum, our children enjoy learning about themselves, about others and the world which we are guardians of. We nurture a love of learning, celebrate courage to persevere in learning and fellowship through collaboration and recognising each others' strengths and special qualities.

'Be kind, never give up and work together.'



Love: To love ourselves and one another alongside developing a deep-rooted love for learning.



Courage: Perseverance. To ask questions; to take measured risks; to have the courage and confidence to stand up for what you believe is right and to have the voice to say it.



Fellowship: In fellowship with our entire community, we value strengths and uniqueness so that everyone has a strong sense of belonging. We celebrate the progress towards being independent life-long learners so that our children achieve happiness and success.

Chawton CE Primary School has high aspirations for all its disabled pupils and expects them to participate and achieve in every aspect of school life.

The school will:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed or impairment.

Aims and Objectives

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views. The action plan outlines priorities that will increase the extent to which pupils can participate in the school curriculum including:

- School visits and residential open to all
- All children can access computer technology
- Seeking to remove barriers to learning and participation

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, school trips for pupils with medical needs.

Much of our school site is not accessible to wheelchair users due to narrow doorframes and steps into the building. We have ensured that there is ramp access to our school site from the road, plus access to a disabled toilet from the school hall.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, and core subjects for pupils who find many aspects of learning difficult. Other issues can affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Chawton CE Primary School seeks to improve the delivery of the curriculum to pupils with disabilities by:

- Providing information in simple language, symbols, print, coloured overlays etc.
- Ensure information is presented in a user friendly and age appropriate way.
- Ensure staff are familiar with practices and technology to support disabled pupils
- Ensure preferences expressed by pupils or their parents are taken into consideration
- Modification of the curriculum to support children with different needs

Accessibility Action Plan

Issue being addressed	Action being taken	Success Criteria	Responsible for Monitoring	Timescale
To ensure that necessary resources and equipment are available for pupils with disabilities.	Liaise with Advisory Teachers and external agencies. Speak regularly to pupil and parents. Order equipment as advised.	All pupils are able to access the school curriculum.	Headteacher/SENCo	Ongoing
To ensure as much of school site is accessible to pupils and adults with disabilities (as possible).	Governors to audit the school site. Recommendations given to HT and Property Services.	Governors are aware of difficulties and opportunities of school site for people with disabilities.	Governors	Ongoing
Evacuation Procedures in place, fully considered and tested	Devise personal risk assessments and plans (PEEPS) for evacuating disabled children from the school building. Test these plans in different scenarios	Risk assessment plans written and tested. Plans modified in light of fire practises	Headteacher	Ongoing
Accessibility of residential school trips for pupils with disabilities/additional needs.	Each residential looked at with parents and professionals to decide on the modifications needed. Plans communicated effectively with parents and pupils, with plenty of preparation time.	Child is able to access school residential trip/s.	Headteacher	Ongoing
To improve communication with visitors regarding accessibility information.	Ensure that parking and access information is part of standard response to invites. e.g. Invite to interviews, Parent tours.	Visitors are not prevented access to site or activities, without prior conversations, due to accessibility issues.	Headteacher Admin Team	Ongoing