



CHILTON COMMUNITY PRIMARY SCHOOL

ACCESSIBILITY PLAN

“Respect, Believe, Achieve”

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| <u>Persons Responsible:</u> | Head teacher |
| <u>Persons Responsible to:</u> | The Governing Body |
| <u>Date of Plan</u> | Autumn 2021 |
| <u>Date of Review</u> | Autumn 2022 |
| <u>Date minuted as approved</u> | 22.09.2021 FGB |
| <u>Signed by Chair of Governors</u> | |

At our school we aim:

- To maintain a happy, caring and safe environment in which all individuals feel valued, special and confident. To help children acquire skills for lifelong learning, both as individuals and together.
- To develop lively and enquiring minds through extending children's natural curiosity and imagination and minimising barriers to learning.
- Through consideration and respect to encourage the growth of British Values.
- To inspire and celebrate high standards of work, behavior and self-discipline.
- To have effective relationships between families, school and other communities including different faiths.

1. This Accessibility Plan has been drawn up to cover the period from Spring 2021 to Spring 2022.

2. We are 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.

3. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

4. Chilton Community Primary School plans 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. 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.
- Improve the delivery of **information** to pupils, staff, parents and visitors with disabilities. This includes reviewing and employing modes and frequency of communications. Where reasonably practical and upon request the information will be made available in various preferred and alternative formats within a reasonable time frame.
5. Attached is the Action Plan, 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. OfSTED will monitor these plans as part of their evaluation cycle.
 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 and documents:
 - National Curriculum policies.
 - Equal Opportunities and Diversity policies.
 - Health & Safety (including educational visits safety)
 - Special Needs and Disability (SEND) Policy.
 - Behavior Policy.
 - School Development and Improvement Plan.
 - Asset Management Plan.
 - School Prospectus.
 - Teaching and Learning Policy.

Chilton Community Primary School – Accessibility Plan 2020-2021

Access to the Physical Environment

| <u>Targets</u> | <u>Strategies</u> | <u>Timescale</u> | <u>Responsibility</u> | <u>Success Criteria</u> |
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| <p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff & governors are aware of access issues</p> | <p>a) to create access plans for identified individual disabled children as part of the pupil support plan process and in discussion with those involved.</p> <p>b) to ensure staff and governors can access those areas of school used for their meetings</p> <p>c) Annual reminder to parents, carers through newsletter to let us know if they have accessibility requests for those areas of the school that they should reasonably have access to.</p> | <p>As required</p> <p>Ongoing</p> <p>Ongoing process</p> | <p>SENCO / class teacher</p> <p>Headteacher</p> <p>Headteacher</p> | <p>Pupil support plans are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school .</p> |
| <p>Ensure everyone has access to reception area</p> | <p>a) ensure that nothing is preventing wheelchair access</p> | <p>Daily check to ensure the area in clear of obstructions</p> | <p>Caretaker / Health & Safety Committee/ HT/office staff</p> <p>H&S Committee</p> | <p>Disabled parents / carers / visitors feel welcome.</p> |

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| | <p>b) check the outer door is wide enough for a wheelchair and operable</p> <p>c) provision of appropriate seating.</p> | Seating in place | Headteacher | Visitors can sit down if waiting for reception. |
| Maintain safe access for visually impaired people | Check exterior lighting is working on a regular basis | Ongoing checks | Caretaker / Health & Safety Committee | Visually impaired people feel safe in school grounds. |
| Ensure all disabled people can be safely evacuated | <p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the needs of a particular pupil.</p> | <p>As required</p> <p>As required</p> | <p>SENCO</p> <p>Headteacher to remind staff</p> | All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily |
| Provide equipment in classrooms to support pupils with a hearing impairment | Take advice from Advisory teacher service on appropriate equipment | As required | Headteacher/SENCO | All children have access to the curriculum |
| | | Daily | | All disabled personnel and pupils have safe |

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| Ensure there are enough fire exits around school that are suitable for people with a disability | Ensure staff are aware of need to keep fire exits clear. | | All staff/Headteacher/caretaker | independent exits from school |
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Access to the curriculum

| <u>Targets</u> | <u>Strategies</u> | <u>Timescale</u> | <u>Responsibility</u> | <u>Success Criteria</u> |
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| Ensure support staff have specific training on disability issues | Identify training needs at regular meetings | Ongoing | SENCO / Headteacher | Raised confidence of support staff |
| All school visits and trips need to be accessible to all pupils | Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible | Ongoing | EVC / SENCO | All pupils are able to access all school trips and take part in a range of activities |
| Review PE curriculum to ensure PE is accessible to all pupils | Review PE curriculum to include disability sports – Scheme purchased with differentiated ideas | Ongoing | SENCO & PE co-ordinator | All pupils have access to PE and are able to excel. |
| Review curriculum areas and planning to include disability issues | Include specific reference to disability equality in all curriculum reviews | Summer 2016 | SENCO & Headteacher | Gradual introduction of disability issues into all curriculum areas |
| Ensure disabled children can take part equally in lunchtime and after school activities | TA's used to cover break/lunch with better awareness of need than MDSA's previously. Support would have to be available – especially after school. | As required | SENCO | Disabled children feel able to participate equally in out of school activities. |

Access to information

| <u>Targets</u> | <u>Strategies</u> | <u>Timescale</u> | <u>Responsibility</u> | <u>Success Criteria</u> |
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| Signage around school to be in other languages where appropriate | Ensure signage is accessible and legible | Summer 2019 | Headteacher / SENCO | ALL People feel they are welcome in school |
| Inclusive discussion of access to information in all parent/teacher annual meetings | Ask parents about preferred formats for accessing information e.g. braille, other languages | Annually | SENCO / Headteacher | Staff more aware of preferred methods of communication, and parents feel included. |