

In partnership to
Educate, Nurture & Empower



St Chad's C of E Primary School

POLICIES & PROCEDURES

**Policy Title: Accessibility
Policy**

Date Policy Approved: 18th January 2021

Approving Body: Local Governing Body

Next Review Date: January 2024

Previous Review Date: October 2020

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

St Chad's Primary Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Interventions: These will be implemented 1:1 or small group based on the needs of the pupil and with advice where appropriate from: Physio, Educational Psychologist, Counsellors, Occupational Therapist, Hearing, Vision, Learning specialists etc. Curriculum progress is tracked for all pupils,	Short Term: To ensure all students are able to access a full and varied curriculum whilst aiming for aspirational targets in order to stretch and challenge. Regular review of the student's timetables to ensure that access is as easy as practical. To ensure where practically possible access is available throughout a large percentage of the school	Termly reviews of any student that has accessibility issues Program accessibility works to be carried when budget allows or become essential Continued room changes where required Further intervention and support from SEN team/ pastoral staff/intervention mentors	SLT/SENCO Abbey Estates Team SLT/SENCO SEN Team	ongoing	

	<p>including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all</p>	<p>Medium Term: For a greater number of students to have the individual support needed to achieve their full potential.</p> <p>As budgets allow for the installation of permanent ramps, hand rails and doors to comply with DDA.</p> <p>Long Term: For a higher percentage of students to achieve their aspirational targets</p>	<p>Alternative Timetable Enrichment programme Increase access to resources for students</p>			
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps/Hand Rails • Corridor width • Disabled parking bay 	<p>Short term: To maintain existing access to a high standard to ensure the safety of staff and students.</p> <p>Medium Term: To improve access and availability in</p>	<p>Continued monitoring and maintenance of existing provision.</p> <p>Widening of the path leading down to the Bungalow.</p>	<p>SLT/Abbey Estates Team</p>	<p>Ongoing</p>	

	<ul style="list-style-type: none"> • Disabled toilets and changing facilities <p>Most of the school is accessible to disabled student & the school strives to ensure that students have minimal obstacles from carrying out a normal school day</p> <p>Clearly sign posted corridors and classrooms.</p> <p>Leaving lesson early with supervision if required to avoid accidents.</p>	<p>existing buildings. As budget allow the installation of wider doors, path to the bungalow etc.</p> <p>Long Term: To provide access to ALL students with mobility issues to all areas of school.</p>	<p>Identification of direction on doors opening and glass doors to be clearly marked.</p>			
<p>Improve the delivery of information to pupils with a disability</p>	<p>We use a range of communication methods to ensure information is accessible, including:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources <p>Quality First Teaching</p> <p>Personalised My Support Plans and pupil passports written with parents and pupils</p> <p>Pastoral Team Support</p>	<p>Short Term: To maintain and monitor existing provision to ensure good access to relevant information for all students</p> <p>Medium Term: To develop initiatives to aid accessibility to information for students in each year group.</p> <p>Long Term:</p>	<p>Update software regularly</p> <p>Install new and appropriate programmes for students</p> <p>Regularly maintain ipads/laptops, etc</p> <p>Further develop homeschool links using available technology</p>	SENCO/SLT	Ongoing	

	<p>Home/School Books for vulnerable pupils</p> <p>TA support used within lessons to ensure information is passed and recorded</p> <p>Differentiation within the classroom and adaptation of work from support staff</p> <p>Annual reviews for students with SEND and student involvement in this</p> <p>Transition planning and support</p>	<p>Students with acute additional needs to be able to access all school information independently.</p>	<p>Encourage use of Home/School books for recording information</p> <p>Parent/staff training on school website/learning platforms</p>			
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the St Chad's Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	St Chad's is a single storey building	No Further action	NA	
Corridor access	Corridor access throughout the school is good although corridors do have a tendency to be very busy.	Students to leave class early with their buddy to ensure safe movement on the corridors avoiding injury to self & other students & staff Keep all corridors clear and good housekeeping must be in place at all times	JR/SC, SS	Individually reviewed
Lifts	There are no lifts at St Chad's	No Further action	NA	
Parking bays	The school ensures individuals have a dedicated drop off point agreed with all parties to ensure it is the most suitable for the individual. The school has dedicated disabled parking bays for visitors	Meet with individual parents to discuss dropping off & collection of the student	JR/SC/JM	When required
Entrances/Exits	Some of the entrances and exits have small steps. The entrance to the Bungalow is via a narrow path.	Staff to be made aware of these in the event of a wheelchair user entering the building.	JR/SC/JM	When required

Ramps	There are no ramps at St Chad's	Fit ramp to outdoor classroom	SS	Autumn 2021
Toilets	There is one disabled toilet located just off the main hall.	Ensure staff are aware of this and know to inform visitors of its whereabouts if necessary.	JR/SC/JM	When required
Reception area	There is always a member of staff on reception during the school opening hours There are no steps on entrance to the building	Instruction reception staff that they will be required to assist wheelchair user with access to the school.	JR/SC/JM	When required
Fire Exits	Fire exits are well signposted and are all accessible.	Ensure that fire exits remain clear of any objects	SS	Daily checks
Emergency escape routes	Each individual with accessibility issues needs to have a Personal Emergency Evacuation Plan and dedicated PEEP buddies	Ensure that each individual with accessibility issues has a PEEP	JR/SC/JM	When required