

ACCESSIBILITY PLAN



2022-2025

This Accessibility Plan has been drawn up in consultation with the Local Authority, children, parents, regular visitors, staff and governors of the school/academy.

We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Chester-le-Street CE Primary School plans, over time, to increase the accessibility of provision for all children, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve 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.
- Increase access to the **curriculum** for children/students with a disability, expanding the curriculum as necessary to ensure that children/students with a disability are as, equally, prepared for life as are the able-bodied children/students. 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. It also covers the provision of specialist **aids and equipment**, which may assist these children/students in accessing the curriculum.
- Improve the delivery of **written information** to children/students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans relating to these key aspects of accessibility. These Action Plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

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.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- Teaching and Learning File

The Action Plan for physical accessibility relates to the Access Audit of the School/Academy. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent Accessibility Plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Accessibility Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The Accessibility Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

The school will work in partnership with the LA in developing and implementing this Accessibility Plan.

OfSTED, as part of their inspection cycle, will monitor the Accessibility Plan.

The Premises Committee review this policy every three years in the spring term or sooner if required.

Head Teacher/Chair of Governors

Accessibility Action Plan 2022-2025

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Trust Board are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Chester le Street CE Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Improving the physical access

<u>Target</u>	<u>Strategies</u>	<u>Timescale</u>	<u>What will success look like</u>
<p>To be aware of the access needs of disabled children, staff, governors, parents/carers</p>	<p>Ensure the school staff & Trustees are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and governors can access areas of school used meetings</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p> <p>Communication in print around school to help children's understanding and visual recognition.</p>	<p>As required</p>	<p>SEND objectives are in place for disabled pupils, and all staff area aware of pupil's needs</p> <p>All staff and governors are confident their needs are met</p> <p>Continuously monitored to ensure any new needs arising are met</p> <p>Parents have full access to all areas of school.</p> <p>PEEP's are prepared and reviewed as individual needs change</p>
<p>Maintain safety for visually impaired people</p>	<p>Checked if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges.</p> <p>Check exterior lighting working on a regular basis</p> <p>Use hazard tape on end of play equipment if appropriate</p> <p>Check flashing beacons that signal fire alarm activation.</p>	<p>Annually and as new children/staff join the school during the year.</p>	<p>Visually impaired people feel safe in school grounds. Yellow tape and flashing beacons monitored as required during the school year.</p>

Lunchtime provision	Ensure children who need a longer time to eat lunch.	Daily	All children can access adequate time for lunch
Ensure there are enough fire exits around school that suitable for people with a disability	Daily Health and Safety check of the school and its surroundings Ensure staff are aware of need to keep fire exits clear	Daily	All disabled personnel and pupils have safe exits from school.
Whole School Evacuation	Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency Children to have PEEP's if needed	Annually, and as new children join the school throughout the year.	All physically disabled persons can be safely evacuated
Accessible Car Parking	Disabled members of staff and visitors have a place to park in the car park. There is direct access suitable for people with mobility issues/wheelchairs to access the main school building	Ongoing	There is a place for disabled members of staff and visitors to park throughout the school day.

Improving the curriculum access.

Target	Strategies	Timescale	What will success look like?
Access to learning/in class provision	Review SEND children's access to curriculum within class sessions. Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. Ongoing monitoring from SENCO. Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.	Ongoing	All pupils have equal access to the curriculum
All school visits and trips need to be accessible to all pupils	Risk assessments to ensure that all children including children with physical disabilities can access trips. Ensure venues and means of transport are vetted for suitability Ensure staff are fully briefed with regards to children with SEND	Ongoing	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	Annually	All pupils have access to PE and are able to excel, for example via support
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	Ensure whole school events can be adapted to include all children Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school Ensure there is a way of getting children with mobility issues/ wheelchairs to the Hope hall, where sports clubs usually take place	As required	Disabled children feel able to participate equally in out of school activities.
Ensure all staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	Raised confidence of support staff
Communication with parents	Ensure parents have access to our SEN provision/SEN school offer currently on the school website	Ongoing	Parents/School communication is strong Parents confidently contact SENCO for support and advice

	<p>Ensure parents meet and can contact SENCO. Parents meet regularly with the SENCO to access further support and advice. Ensure the annual report of SEND is accessible and informative for parents</p>		
Children's Leadership Team	<p>Children are given opportunity to share their concerns, their views and ideas Adaptation are made as needed.</p>	Ongoing	Children's leadership is heard and acted upon.