

Chalk Ridge Primary School

Accessibility Policy and Plan

Agreed and adopted: July 2022 to June 2024

Next review: June 2024



Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. It has been drawn up to cover the period from July 2022 to June 2024. The plan is available in large print or another accessible format if required. The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, Disability and Discrimination Act 1995, as amended by the SEN and Disability Act 2001.

Definition of Disability

Disability is defined by the Equality Act 2010:

"A person has a disability 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 carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, prospective pupils and all other school users with a disability.

Principles

Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;

The school recognises its duty:

- 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.

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;

The school ensures that the needs of parents, children, visitors and staff are met by collecting information in a number of ways:

- Conversations with parents, children, staff and visitors
- Data collection and information
- Staff questionnaires
- Disability and equality information at interview
- Performance management review and discussion

The school provides all pupils with a broad and balanced curriculum, differentiated adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity, education and related activities

We will:

- continue to seek and follow the advice of LA services, specialist teacher advisors and professionals from the local NHS Trust
- ensure that teachers and learning support assistants have appropriate training to enable them to support disabled pupils
- work with the school's Inclusion Leader to ensure that classrooms are organised to meet the needs of disabled children
- plan and implement learning opportunities for all pupils so that they can achieve and have their needs met as much as we can
- plan a broad and balanced curriculum which includes an appropriate level of support and challenge as well as interaction with peers and other adults
- help staff understand the particular needs of disabled children and support them with planning alternative activities
- provide access to IT hardware and software appropriate for students and staff with disabilities following advice and guidance, where necessary
- ensure that school visits, including residential visits, are made accessible to all pupils as much as is practicable
- aim to be pro-active about removing barriers to inclusion and involvement

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.

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.

We will:

- be aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested
- provide, upon request, information in an alternative format for pupils who may have difficulty with standard forms of printed information
- ensure information is presented to groups in a way which is accessible to people with disabilities

Welcoming and preparing for disabled pupils

Chalk Ridge Primary School is committed to making reasonable adjustments, where it is practical to do so, in order to enable a prospective child to take up a place at our school, in accordance with the appropriate Admission Policy.

We expect to hold open and honest conversations with the parents of prospective pupils before admission in order to ascertain how we might work best together to meet the individual needs of their child/ children. This includes information about learning support, formal reports from specialists/external advisors or any disability or other condition of which the school should be made aware. Where a child has an Education & Health Care Plan (EHCP), we will work with the Local Authority to ensure that the identified provision is delivered in an appropriate manner. We will work with parents to agree any further assessments or specialist involvement.

We can check that this is working by:

- Discussions at staff meetings
- Discussion and feedback from Governors at FGB meetings

Member of staff responsible: Site Manager, Inclusion Manager, Headteacher

Governor responsible: Special Educational Needs Governor

Action Plan

Accessibility Plan 2022 - 2024

		Objective	What	How	When	Goal Achieved
Short Term	1	Increase staff confidence in differentiating/ scaffolding the curriculum	Staff and governors informed of requirements and obligations of Equality Act, and of the Accessibility Plan	Staff meetings Governors meetings	Ongoing	
Short Term	2	All educational trips to be accessible to all	Review staff training needs. Provide training for members of the school community as appropriate	Whole-school community aware of issues.	As required	
Short Term	3	Provide information in other languages for pupils and/or prospective parents	Staff to hold parents evenings by telephone or send	Parents are informed of children's	As required	

			home, written information	progress in the best way possible depending on their needs		
Short Term	4	Ensure that all pupils and visitors with a disability can be safely evacuated	Procedures regularly checked by Office staff against EPS/MOPP website	Children will develop independent learning skills.	Ongoing	
Medium Term	5	To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. headphones, writing slopes etc.	Reviewed by Inclusion Leader	Ongoing	
Long Term	6	To ensure that all areas of the school buildings and grounds continue to be accessible for all children and adults, and to continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by SLT and Governors. Suggest actions and implement as budget allows.	Seek advice from LA and Property Services	As required	
Long Term	4	To ensure that all policies consider the implications of Disability access.	Consider during review of policies.	Policies reflect Current legislation.	Ongoing	