



## **CHOLLERTON CHURCH OF ENGLAND AIDED FIRST SCHOOL**

*Be the best you can be through:*

*challenge, nurture, inspiration, respect, happiness, inclusion, in a safe, loving Christian family.*

### **ACCESSIBILITY PLAN**

Under the **Equality Act 2010**, schools are required to have an Accessibility Plan. This document has been prepared in accordance with paragraph 3 of Schedule 10 to the Equality Act 2010. The law dictates that schools must not discriminate unlawfully against pupils based on sex, race, disability, religion or belief, and sexual orientation.

#### **Definition of Disability**

According to the **Equality Act 2010**, a person is considered to have a disability if:

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

#### **Statutory Duty**

The Accessibility Plan is a statutory requirement as per the Department for Education's guidance on policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process may be delegated to a committee, an individual governor, or the Headteacher. At **Chollerton C.E. Aided First School**, the plan will be monitored by the Headteacher and evaluated by the relevant Governors for Health & Safety and Safeguarding.

#### **Commitment to Inclusion**

At **Chollerton C.E. Aided First School**, we are dedicated to creating an inspiring and stimulating learning environment where all pupils can develop a lifelong love of learning. We believe that every child should feel happy, safe, and valued, fostering a caring and respectful attitude towards each other and the wider environment, both locally and globally. Our curriculum reflects Christian values and British values.

#### **Development of the Accessibility Plan**

This plan has been developed using information provided by the Local Authority and in consultation with pupils, parents, staff, and governors. External agencies and specialists have also contributed to its development. It will guide the school's policies and planning, with progress and outcomes reported annually.

#### **Equality and Inclusion**

The **Accessibility Plan** complements and supports the school's Equality Objectives and will be available on the school website. We are committed to providing a fully accessible learning environment for all pupils, staff, parents, and visitors, regardless of their physical, sensory,

emotional, or cultural needs. We will take positive action in line with the **Equality Act 2010** to develop a culture of inclusion, awareness, and support.

## **Key Aims of the Accessibility Plan**

The **Chollerton C.E. Aided First School Accessibility Plan** outlines how access will be improved for disabled pupils, staff, and visitors, ensuring reasonable adjustments are made where practicable. The plan focuses on:

1. **Increasing access to the curriculum** for pupils with disabilities, ensuring they are equally prepared for life as their non-disabled peers. This includes:
  - Expanding curriculum access through teaching and learning strategies.
  - Inclusion in after-school clubs, cultural activities, and school visits.
  - Provision of specialist or auxiliary aids to support access to learning within a reasonable timeframe.
2. **Improving and maintaining access to the physical environment**, including any necessary specialist facilities. This includes making improvements to the school's physical infrastructure and providing physical aids to access education.
3. **Improving the delivery of information** to pupils, staff, parents, and visitors with disabilities. This may include making written materials, such as hand-outs, timetables, and school communications, available in a variety of formats within a reasonable timeframe.

## **Key Areas Addressed by the Accessibility Plan**

The plan addresses three key areas:

- **Physical Environment:** Ensuring full accessibility of all areas of the school to disabled pupils.
- **Curriculum:** Ensuring the curriculum is inclusive and accessible to all pupils.
- **Written Information:** Ensuring all written communications are accessible and available in alternative formats when necessary.

## **Training and Awareness**

Whole school training will continue to raise staff and governor awareness of equality and accessibility issues in accordance with the **Equality Act 2010**.

## **Policies and Documentation**

This plan should be read in conjunction with the following school policies and documents:

- Asset Management Plan
- Behaviour Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Information Report

- Staff Development Policy

## **Accessibility Audits and Future Planning**

The Accessibility Plan is informed by the **Access Audit** of the school, which remains the responsibility of the governing body. It may not be feasible to complete all improvements during the life of this plan, so some items may carry forward into subsequent plans. An accessibility audit will be conducted before the end of each planning period to inform the development of the next plan.

## **Equality Impact Assessments**

Equality Impact Assessments will be carried out when school policies are reviewed. The terms of reference for all governors' committees will include consideration of equality and diversity as required by the **Equality Act 2010**.

## **Monitoring and Review**

The Accessibility Plan will be reviewed by the **Governor Committee for Staffing, Finance, and Property**. The plan will be published on the school website.

---

### **Our Aims:**

1. **Increase access to the curriculum** for pupils with disabilities.
  2. **Improve and maintain access to the physical environment.**
  3. **Improve the delivery of written information** to pupils, parents, and staff.
- 

## **Physical Environment**

- Disabled pupils are able to participate in extracurricular activities. Although certain activities, such as break times or school trips, may present challenges, adjustments are made where necessary.
- All areas of the school are accessible to disabled pupils, and staff ensure no part of the building is inaccessible.

## **Curriculum**

- There are no areas of the curriculum inaccessible to disabled pupils. Some subjects, such as P.E., may present challenges, and appropriate support is provided where needed.

## **Information**

- We can provide alternative forms of communication to ensure disabled pupils can express their views and access the views of others. Information will be made available in various formats as required.

## **Access Audit**

- The school is a single-storey building with wide doors and several access points. There are no corridors, and the hall is on the ground floor.
- On-site parking includes two disabled parking bays, and the main entrance is ramped with wide doors.
- The school has a disabled toilet facility equipped with a handrail and an emergency pull cord.
- Internal emergency signage and clearly marked escape routes are in place.

## **Management and Implementation**

- We consult with experts as required when new situations arise regarding pupils with disabilities.
- The **Governors** and **Senior Leadership Team** will work closely with the Local Authority and Diocese to ensure continued compliance and progress.

Date approved by the Governing Body:

Signed by -

Ummu Feeley

.....

**This policy was reviewed: Autumn 2024**

**Date of next review: Autumn 2025**

## **ACTION PLAN**

### **Aim 1**

#### **To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

<b>SHORT TERM</b>	<b>TARGETS</b>	<b>STRATEGIES</b>	<b>TIMESCALE</b>	<b>RESPONSIBILITIES</b>	<b>SUCCESS CRITERIA</b>
	To liaise with Early Years providers to review potential intake for Sept 24	To identify pupils who may need additional to or different provision from provision for next intake.	September 2024-2025	Headteacher EYFS Teacher EYFS Governor	Procedures / equipment / ideas set in place by September 2025
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2024-2025	Headteacher	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing 2024-2025	Headteacher All teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs, e.g. Child with severe epilepsy or mobility issues	To ensure collaboration between all key personnel	Ongoing 2024-2025	Headteacher All teachers Outside Agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children	Outside play visits: Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>• The use of P levels to assist in developing learning opportunities</li> </ul>	Ongoing	Teachers SENCO External Agencies	Advice taken and strategies evident in classroom practice

		<p>for children and also in assessing progress in different subjects.</p> <ul style="list-style-type: none"> <li>• A range of support staff including trained teaching assistants.</li> <li>• Multimedia activities to support most curriculum areas.</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from occupational therapy</li> </ul>			
<b>MEDIUM TERM</b>	<b>TARGETS</b>	<b>STRATEGIES</b>	<b>TIMESCALE</b>	<b>RESPONSIBILITIES</b>	<b>SUCCESS CRITERIA</b>
	To finely review attainment of all SEN pupils	<p>SENCO / Teacher meetings / Pupil Progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>	Termly	Class teacher SENCO Headteacher	<p>Progress made towards Action Plan</p> <p>Provision mapping shows clear steps and progress made</p>
	To monitor attainment of Able, Gifted & Talented pupils	Mastery booster groups / activities Monitor Mastery list	Ongoing  Annually	Headteacher Teacher	<p>Mastery children making proportionate progress</p> <p>Achieving above average results</p>
	<p>To promote the involvement of disabled pupils in classroom discussions / activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <p>When needed:</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> </ul>	Ongoing	Whole School Approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school</p>

		<ul style="list-style-type: none"> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people</li> </ul>			
<b>LONG TERM</b>	<b>TARGETS</b>	<b>STRATEGIES</b>	<b>TIMESCALE</b>	<b>RESPONSIBILITIES</b>	<b>SUCCESS CRITERIA</b>
	To evaluate and review the above short and long term targets annually	See above	Annually	Headteacher Teacher Governors	All children making good progress
	To deliver findings to the Governing Body	Governors Meetings	Annually Termly SEN / Governor / SENCO Meetings	SENCO SEN Governor	Governors fully informed about SEN provision and progress

**Aim 2: -**

**To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

SHORT TERM	TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITIES	SUCCESS CRITERIA
	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, and more accessible facilities and fittings	Ongoing	Senior Management Team	Enabling needs to be met where possible
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas	Ongoing	Teachers Support Staff	Lively and inviting environment maintained
	Ensuring all with disability are able to be involved	<ul style="list-style-type: none"><li>● Create access plans for individual disabled children as part of IEP process</li><li>● Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</li><li>● Include questions in confidential pupil information questionnaire about parents / carers access needs and ensure they are met at all events.</li></ul>	With immediate effect, to be constantly reviewed	Teachers Support Staff	Enabling needs to be met where possible



	To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Headteacher Senior Management Team	
	Enabling disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>• Utilise disabled parking spaces to drop off and collect children</li> <li>• Offer a telephone call to explain letters home for some parents who need this</li> <li>• When needed adopt a proactive approach to identify the access requirements of disabled parents</li> </ul>	With immediate effect to be constantly reviewed	Whole School Team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
<b>MEDIUM TERM</b>	To improve community links	School to continue to have strong links with schools in the Hexham Partnership	Ongoing	All Staff Senior Management Team	Improved awareness of disabilities / the wider community of Northumberland and the world and their needs. Improved community cohesion
	Communication with parents	Open approach - emphasises at initial parents meetings, reinforced via emails and newsletters. If parents have concerns, they can get in touch with us either personally, email or phone.	Ongoing	Head Teacher Teacher Support Staff Admin	Improved relationships with parents. Identifying issues quickly.
<b>LONG TERM</b>	Continue to develop playgrounds and facilities	Look for funding opportunities	Ongoing	Whole School Approach	Inclusive child-friendly play areas
	To ensure driveway, roads and paths around school are as safe as possible	Communication with parents via safety messages / letters	Ongoing	Senior Management Team	No Accidents

	To maintain objectives of Healthy School Awards	Continue to work as a healthy School and Eco-School	2024-2025	Whole School Approach	Active, Healthy Children
	Ensure any families with EAL can access any information on our website.	Accessibility button on website for those whose first language is not English.	Ongoing	Admin	Improved inclusivity and communication to any EAL families.