



CHOLLERTON CHURCH OF ENGLAND AIDED FIRST SCHOOL

ACCESSIBILITY PLAN

2015 - 2018

Under the Equality Act 2010 Schools should have an Accessibility Plan. The Equality Act 2010 replaces 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 lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

According 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.

The Accessibility Plan is listed as a statutory document of the Department of Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. At Chollerton First School the Plan will be monitored by the Headteacher and evaluated by the relevant Governor's for Health & Safety and Safeguarding.

At Chollerton First School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. Our children learn about and reflect Christian and British Values.

- 1) The Chollerton First School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.
- 2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.
- 3) Chollerton First School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness with the school.
- 4) The Chollerton First School's Accessibility Plan shows how access can be gained for disabled pupils, staff and visitors to the school and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

- 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 the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain 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 within a reasonable timeframe;
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 5) The Chollerton First School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies 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
- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Committee for Staffing, Finance and Property.

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils.

Our objectives are detailed in the Action Plan below

Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example; lunch and break times for pupils with social / interaction impairments, after-school clubs for children with physical impairments, school trips for pupils with medical needs; There are no parts of the school which disabled pupils have limited or no access at the moment.

Curriculum

There are no areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for examples: P.E. for pupils with physical impairment. Other issues affect the participation of disabled pupils, for example: peer relationships, policies on the administration of medicines and the provision of personal care.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. When necessary access to information will be planned, with a range of different formats available for disabled pupils, parents and staff.

Access Audit

The school is a one storey building with no corridors and several access points from outside. Areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitors includes two dedicated disabled parking bays. The main entrance to the school is ramped and has wide doors fitted. There is one disabled toilet facilities available. This is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

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.

SHORT TERM	TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITIES	SUCCESS CRITERIA
	To liaise with Pre-School providers to review potential intake for Sept 16	To identify pupils who may need additional to or different provision from provision for Sept 16 intake.	September 2015/2016	Headteacher EYFS Teacher Pre-School Leader EYFS Governor	Procedures / equipment / ideas set in place by September 2016
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2015/2016	Headteacher All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing throughout 2015/2016	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 throughout 2015/2016	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"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children 	Ongoing	Teachers SENCO Special School Ed Pysch	Advice taken and strategies evident in classroom practice

		<p>and also in assessing progress in different subjects.</p> <ul style="list-style-type: none"> • A range of support staff including trained teaching assistants. • Multimedia activities to support most curriculum areas. • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 			
MEDIUM TERM	TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITIES	SUCCESS CRITERIA
	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 IEP targets</p> <p>Provision mapping shows clear steps and progress made</p>
	To monitor attainment of Able, Gifted & Talented pupils	<p>Mastery booster groups / activities</p> <p>Monitor Mastery list</p>	<p>Ongoing</p> <p>Annually</p>	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</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p>	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</p>

	learning styles when teaching	When needed: <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people 			disabled pupils, parents and staff are represented within the school
LONG TERM	TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITIES	SUCCESS CRITERIA
	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 ad 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	Teaching and non-teaching staff	Lively and inviting environment maintained
	Ensuring all with disability are able to be involved	<ul style="list-style-type: none">• Create access plans for individual disabled children as part of IEP process• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.• Include questions in confidential pupil information questionnaire about parents / carers	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible

		access needs and ensure they are met at all events.			
	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"> Utilise disabled parking spaces to drop off and collect children Offer a telephone call to explain letters home for some parents who need this When needed adopt a proactive approach to identify the access requirements of disabled parents 	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
MEDIUM TERM	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
LONG TERM	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	2015/2016	Whole School Approach	Active, Healthy Children

Date approved by the Governing Body:

Signed by -

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This policy was reviewed: July 2016

Date of next review: July 2018