

Chapmanslade CE VA Primary School  
Accessibility Policy and Plan

## **Rationale**

Chapmanslade School recognises its duty under the Equality Act 2010 to have an accessibility plan. As a Christian School, we believe that every child has the right to access and benefit from all aspects of school life.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

## **Aims**

This policy aims to ensure that governors, staff, parents and pupils are provided with a clear understanding of the adaptations Chapmanslade School makes in order to support all pupils to participate fully in school life.

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

Our school 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 head teacher, staff, governors and parents of Chapmanslade School will strive collectively in all they do to ensure that our pupils: attend regularly; participate fully; apply themselves consistently; communicate respectfully; and succeed joyfully in all areas of school life.

In this way, pupils will be enabled to flourish academically, spiritually, morally and socially, and be the very best version of themselves.

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.

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.

## **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'.

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, adjustments to premises or how the curriculum is accessed.

## 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	<p><i>Our school offers a differentiated curriculum to enable access by all pupils.</i></p> <p><i>Resources that aid pupils to are used- such as ICT based resources, and visual prompts.</i></p> <p><i>Curriculum progress is tracked for all, including those with a disability.</i></p> <p><i>Targets are set and are appropriate for pupils with additional needs.</i></p> <p><i>Staff are deployed to ensure support is in place for those who need it.</i></p> <p><i>Training is sought to support staff to develop skills in this area- one example is training from the Visual Impairment Service at</i></p>	<p>Regularly review the access of pupils with a disability to the curriculum and consider further changes.</p> <p>Ongoing training is made available to appropriate staff members.</p> <p>Deployment of staff according to skills and need is regularly reviewed.</p>	<p>Curriculum review</p> <p>Ensure training is offered.</p> <p>Regular staffing reviews.</p>	<p>HT and teaching staff</p> <p>SENCo</p> <p>HT and teaching staff.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Issue is regularly considered and further changes are made to increase curriculum accessibility.</p> <p>Staff are offered training to improve and update their skills.</p>

	Wiltshire County Council.					
Improve and maintain access to the physical environment	<p><i>The environment has been adapted to the needs of all pupils as far as is possible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Use of high visibility paint to ensure steps / other hazards are visible</i></li> <li>• <i>Hand rails next to any steps on the site.</i></li> <li>• <i>Bespoke plans (e.g. evacuation plans / alternative lunch time arrangements) for pupils with a disability.</i></li> <li>• <i>Bright coloured tape on table corners and chair legs</i></li> </ul>	<p>To maintain accessibility to the physical environment of the school and to follow any advice given by outside agencies in relation to pupils at the school- e.g Wiltshire VI Service.</p> <p>To maintain contact with local pre-schools and the local community in order to be informed of any pupils with specific needs who may join the school in the future.</p>	<p>Regular contact and discussion with outside agencies. Currently the Wiltshire VI service is in regular contact. Adaptations made as required.</p> <p>Contact with local pre-schools and the local community.</p>	<p>HT</p> <p>SENCo / HT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All pupils are able to access the physical environment in school. Any necessary changes are made.</p> <p>School is informed of any upcoming pupils with needs that may require changes to the physical environment.</p>
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Large print resources</i></li> <li>• <i>Adapted iPads</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<p>Consider in conjunction with Wiltshire VI service if Braille is needed.</p> <p>Continue to develop the use of pictorial and symbolic support for pupils with communication difficulties.</p>	<p>Work with Wiltshire VI Service around additional training needs.</p> <p>Work with Wiltshire teams- Behaviour Support and SSENS</p>	<p>SENCO / HT</p> <p>SENCO / HT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Braille support will be in place if required.</p> <p>There is evidence of the use of more pictorial and visual resources.</p>

To enable every child and adult within Chapmanslade School to be the very best version of themselves

			to develop in this area.			
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### **Monitoring and Evaluation**

The Governing Board monitors the effectiveness of this policy and makes recommendations for further improvements to the policy if necessary.

### **Review**

This policy must be published on the school website and will be reviewed annually.

### **Policy Links**

This policy should be read in conjunction with the Chapmanslade School Health and Safety Policy, the Chapmanslade School Equality Information Statement and the Chapmanslade School Special Educational Needs (SEN) Policy.

Approved: March 2023

Next Review: March 2024