

Chase Lane Primary School and Nursery Unit

Accessibility Policy



Created by

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Ratified by Governors

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Next Review

March 2024

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. 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.

We actively seek to celebrate diversity and promote 'Equality' as one of our school values. Every child at Chase Lane Primary School and Nursery Unit is given the opportunity to make excellent progress in their personal development and academic achievements regardless of any challenges or barriers to learning experienced.

Our Values are

Trust

Respect

Engagement

Equality

Aspiration

Resilience

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.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Curriculum

Chase Lane has an extensive curriculum that covers a broad and balanced range of subjects accessed by all children. All areas of the curriculum are accessible by all children fostering differentiation to facilitate this. Children with disabilities are also able to attend additional provisions including after school clubs, leisure and cultural activities and school trips.

Physical Environment

Chase Lane was built in 2005 and has disabled access throughout the building. This includes low profile door entrances, wheelchair width door frames, wide corridors, lift access to the first floor, disabled wash room facilities and teaching areas to support children with disabilities such as our sensory area.

Any new additions to the site such as the astro turf pitch and the reading center are all fully accessible by those with disabilities.

Outside there are three disabled parking spaces and low profile access is standard around the site.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Ensure pupils with additional learning, medical and disabilities are able to access the curriculum.</p> <p>Ensure the curriculum meets the needs of the pupils with additional learning, medical and disabilities.</p> <p>Comply with the Equality Act.</p>	<p>The curriculum is reviewed periodically to ensure it meets the needs to the pupils.</p> <p>Improve staff understanding of children with additional learning, medical and disabilities.</p> <p>Raise attainment of children learning, medical and disabilities.</p> <p>Raise awareness of disability.</p> <p>To establish close liaison with outside agencies for pupils with Education Health Care Plans (EHCPs) and medical needs.</p>	<p>Regular curriculum reviews.</p> <p>Train/ retrain staff to support pupils to access the curriculum with additional learning, medical and disabilities.</p> <p>Train staff to manage conditions of children with medical needs.</p> <p>To review all statutory policies to ensure that they reflect inclusive practice and procedures.</p> <p>Vulnerable group data – Pupil Progress meetings.</p> <p>To ensure identify Individual Health Care plans are in place</p>	<p>SENCO</p> <p>Headteacher</p> <p>SALT</p> <p>Welfare Lead</p> <p>School Nurse</p> <p>External training providers</p>	Ongoing	<p>All pupils with additional learning, medical and disabilities are able to access the curriculum.</p> <p>Pupils and staff more aware of disabilities.</p> <p>Inclusion threaded throughout all policies and pupil progress of all children improved though inclusion.</p> <p>Clear collaborative working approach.</p>
Improve and maintain access to the physical environment	<p>The building was erected in 2005 and meets all building standards that allow for full accessibility. Including entrances doorways, corridors, lifts and personal care such as toilets and showers.</p>	<p>Maintain all provisions inline with the Local Authority contract to maintain the school to a high standard</p>	<p>Attend bi-weekly Kier meetings</p> <p>Engage with Lifecycle of contract fully</p>	<p>Headteacher</p> <p>School Business Manager</p> <p>SSO</p> <p>Kier Management</p>	Ongoing	<p>Access to the site is always possible for those with disabilities.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Support children with language and communication needs.</p> <p>To ensure identify Individual Health Care plans are in place where there is collaboration between all key personnel.</p> <p>Physical Aids available for those with hearing or sight impairments.</p>	<p>Review and implement speech and language communication.</p>	<p>Regular reviews of impacts of Speech and Language interventions.</p> <p>Investigate the possibility of buying additional SALT time and services especially for EYFS.</p> <p>Ensure all EHCPs are up to date, reflect the needs of the child and are adhered to.</p>	<p>Headteacher SENCO</p>	<p>Ongoing</p>	<p>Children with additional learning, medical and disabilities to make progress in line with children without learning, medical and disabilities.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and the headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy