

# Accessibility Plan



Responsibility for oversight and update of this Policy	SSC
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*Developing the roots to grow and wings to fly*

## 1. Statement of Intent

Chadsmead Primary Academy is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

## 2. 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

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.

## 3. Legislation & 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 4. Building

The school consists of four main parts: Nursery Mobile, Infant Building, Junior Building, and a mobile classroom. The infant and junior building are linked by an outdoor enclosed link corridor.

The school is on a slight incline and therefore there are steps in each building. Access to these areas can be gained from outside at various points in the school.

There are no accessibility issues to the nursery and mobile classroom.

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

There are provisions for nappy changing.

Wide doors are fitted throughout the school to allow for wheelchair access.

ICT access is available throughout school and individual I-pads are allocated to children with specific individual needs. Additional H-pads are available in each area.

## 5. Playground and Paths

Playgrounds and pathways are all flat and accessible around the building although current entrances and exit to the building are limited in places as are pathways within school due to multiple levels of flooring and so alternative pathways are needed to be sought for wheelchair access.

## 6. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

The school aims to provide a scaffolded curriculum to enable all pupils to feel secure and make progress.

The class teacher and the SENDCo will work together to adapt a pupil's Plan For Support (PFS), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.

The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.

There are established procedures for the identification and support of pupils with SEND in place at the school.

Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

Teaching assistants are deployed to implement specific literacy, numeracy and speech programmes.

## 7. Temporary Disability

From time to time, pupils and staff may have temporary disabilities eg: broken leg etc. Staff will make arrangements, classroom organisation / playtimes to ensure that they are able to access school. A risk assessment must be completed before the staff or pupil is on site.

## 8. Specialist Resources

Physical aids and resources such as large print can be arranged and are available. The SENDCO and external support services will advise on specialist equipment or resources necessary for individual needs. Resources are usually provided by Primary Health Care teams or via SEN funding. If building adaptations are required, the academy facilities manager will be consulted in the first instance.

## 9. Health & Safety

The Health and Safety lead is available to support with all risk assessments and is kept informed of any needs or issues so that appropriate action can be taken, and resources can be planned for.

Pupils who require additional support during evacuation procedures will be provided with a Personal Emergency Evacuation Plan (PEEP).

Visitors onsite are asked to inform the office if they have any additional needs that will require additional support during evacuation procedures.

## 10. Visits and Extra Curriculum Activities

On educational visits, parents/carers will be invited to provide individual support for their child if school resources cannot provide individual care.

All extra curriculum activities are available to all children with disabilities (Equal Opportunities).

Individual risk assessments maybe undertaken for children with significant needs (for example those with an EHC Plan) regarding personal care, educational visits access and safety or specific curriculum activities where necessary.

## 11. Monitoring & Evaluation

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the School Standards Committee.