



Chadsmead Primary Academy

Accessibility Policy & Plan

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Community Academies Trust Chadsmead Primary Academy



Chadsmead Accessibility Plan

Updated – March 2018

An accessibility plan is drawn up to implement Chadsmead Primary Academy Duty for Disabled Access. The plan is written in accordance with the DCSF guidance publication 'Accessible Schools'. It has evolved through consultation with members of our school community. The Governors, staff and pupils are committed to making the building and resources accessible to all who learn, work and visit our school. The policy applies to both in school and extended provision.

Definition of Disability

The Disability Discrimination Act 1995 defines disability as follows: -

'A person has a disability if he / she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day to day activities'

Note: not all people with a disability will have Special Educational Needs and not all Special Educational Needs will be classed as having a disability.

Chadsmead Primary Academy aims to identify and remove the barriers that particular groups of children, young people and adults may face in becoming included, valued, self confident and achieving learners within and beyond their local community. At Chadsmead:

- The school consists of 4 main parts: Nursery unit, Lower school, upper school and a mobile classroom.
- The Lower and upper school are linked by an outdoor corridor and both lower and upper school have access to a disabled toilet facility as well as adult and children toilet facilities.
- ICT access is available throughout school and individual i-pads are allocated to children with specific individual needs
- 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.
- All pupils access the curriculum through provision and differentiation.
- Some pupils with physical needs have additional 1;1 TA support through their Education Health Care Plan to assist with movement around school. The TA and class teachers inform the SENCO of any access difficulties. Should other children require physical support for short term / temporary periods, adjustments are made wherever possible. Risk assessment for physical needs children are always undertaken, shared with staff and the Health and Safety lead, and are updated regularly where required.
- Physical aids and resources such as large print can be arranged and are available. The SENCO and external support services will advise on any specialist equipment or resources necessary.
- Building adaptations can be made depending on funding available to so do.
- 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.
- Individual Emergency Evacuation plans are in place for children with physical needs.
- On Educational Visits, parents will be invited to provide additional support for their child in addition to school resources and staff deployment to support individuals who may require more intensive support.
- All extra-curricular activities are available to all pupils with disabilities.

Key School Responsibilities:

- To draw up an Accessibility Plan, share it annually with the school community and update it every three years.
- To report annually to Governors on the impact of the plan, progress made and any changes needed.
- To ensure no person with disabilities is treated less favourably.
- To take all reasonable steps to avoid putting people with disabilities at a substantial disadvantage.
- To facilitate equal access to all aspects of the school community for parent'/carers.
- To seek the opinions of all stake holders in the consultation process in drawing up the plan and keep them informed of developments.

Chadsmead Primary Academy will undertake to meet these responsibilities by developing the following areas: -

Access to the Curriculum and Extended Activities

- To undertake an assessment of the curriculum on a regular basis and use this information to better the curriculum to pupil requirements, modify tasks, provide resources and ensure support as appropriate.
- To create a challenging curriculum where suitable learning challenges are set and progress of individual achievements can be assessed.
- To seek and follow the advice of outside agencies and the LA.
- To support extended hour provision to enable them to support our principles with regard to equal access and encourage all children to attend.
- Support children with English as a second language by bringing in outside agencies that can help with bi-lingual assistants, translation services, initial assessment sessions and in-service training for staff.

Access to the Physical Environment

- To audit existing facilities and identify possible improvements needed to make the school more accessible to people with disabilities.
- To consider how different impairments can be best catered for in the school environment.
- Consider ways of providing suitable aids and resources to meet these needs.
- To follow advice from the LA, outside agencies and other schools

Access to Information

- To look at the way in which we inform and to improve accessibility where appropriate
- To work with other schools, LA and external agencies to source materials at an appropriate cost if possible.
- Include parents and pupils in the choice of the most suitable media for the person with disabilities.
- Be aware that we may need to make changes to enhance access.

[Accessibility Plan](#)

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

Chadsmead's Accessibility plan in school is aimed at:

- Increasing the extent to which disabled pupils can **participate in the curriculum**;
- Improving the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of **accessible information** to disabled pupils.

Improving the Curriculum Access at Chadsmead Primary Academy

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake professional Development on Quality First Teaching & Differentiation	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	2016 - 2017	Increase in access to the National Curriculum for all children; personalised learning begun
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	2017 - 2018	Increase in access to all school activities for all vulnerable / disabled pupils
Classrooms are optimally organised, decluttered and clear access to all resources in order to promote the participation and independence of all pupils	Review, agree and implement non-negotiables with regard to preferred layouts, access to equipment and display to support the learning process in individual class bases	New timetable implemented, Meet, Great and Seat activities one entry to class and lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	2016 - 2017	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues ASD: 2016/2017	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to access for these pupils, parents and carers as well as other stakeholders.	2016 – 2017 and onwards	Society will benefit by a more inclusive school and social environment.

Improving the Delivery of Written Information at Chadsmead Primary Academy

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the CAT for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	2017 - 18	Delivery of information to vulnerable / disabled pupils improved if required
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all Agreed Arial 12 external font format	2017	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all	2018 - 2019	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses for parent volunteers; extend parent workshops on basic skills: reading, writing, maths, SpAG, phonics and SEND	Awareness of target group raised	2017 - 18	School is more effective in meeting the needs of pupils. Developed positive engage of parents

Improving the Physical Access at Chadsmead Primary Academy

Item	Activity	Timescale
Accessible and safe car parking	Signs to denote staff parking only Parents informed Disabled parking bays identified. Bays to be clearly signed	2017 - 2018
Pedestrian access to school	Pedestrian access reviewed both into site and across site for delivery and collection of pupils	2017 - 2018

Door access reviewed	New central signing in system Key fob entry to some other doors New door codes for all doors Review of Zebra Library access KS1 Review of wheelchair access to KS1 and KS2 classroom, hall etc	2017 – 2018 and on-going
Staircases	Wheelchair access to be considered Wheelchair access to KS1 classes Colour-contrasted handrails to both sides of staircases	2017 – 2018 KS1 2018 – 2019 KS2
Accessible toilet	To provide one unisex accessible disabled toilet in both key stages - obtain quotes for building work / hoist in KS1 and/or KS2 Review access to KS2 disabled toilet	2016 – 2017 and ongoing
Improve Reception / Nursery facilities during reduction of class sizes to enable free flow area from classroom base	Review location of classes for September 2017 and identify access needs for Reception, Nursery and Physical needs children.	2016 – 2017 and ongoing
Adapt table / learning zones to accommodate wheelchair access	To be moved to wheelchair height, as money allows.	2016 – 2017 and ongoing