



**St Chad's**  
CofE Nursery and Infant School

---

## Accessibility Plan

**School Leader:** M Richardson

**Link Governor:** P Geary

**Policy Approved** Signed: P Geary Date: 07.06.17

Policy Reviewed Signed: P Geary Date: 06.06.18

Policy Reviewed Signed: Date:

Policy Reviewed Signed: Date:

Policy Reviewed Signed: Date:



*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.*

### **Section 1: Vision statement**

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. St. Chads C.E (Cont) Nursery and Infant School plans over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve and make reasonable adjustments to 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 time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The School Brochure will make reference to this Accessibility Plan.
8. The School's complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).



10. The Plan will be monitored through the Curriculum Committees of the Governors.

11. The Plan will be monitored by Ofsted as part of their inspection cycle.

12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

### **Section 2: Aims and objectives**

Our aims are to:

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

The tables below set out how the school will achieve these aims.

### **Physical Environment**

Target: Review regularly (and at least annually) all areas of the school, in order to ensure that there are no physical barriers to access for pupils with a range of disabilities (as part of the review of School Development Plan)

Inform and update L.A annually on works completed. Complete Risk Assessments (H&S)

<b>Access Ref.</b>	<b>Item</b>	<b>Activity</b>
1.	SIGNAGE	Appropriate signs for visually-impaired.
2.	DOOR ACCESS	Assess possibility for portable ramps for areas with restricted access...emergency exits
3.	UNEVEN AREAS IN PLAYGROUNDS	Resurface both playgrounds to level transitions. Completed Sept 2015
4.	DOOR HANDLES	Replace some door handles so all door handles contrast in colour with main body of door. All brass handles.
5.	DISABLED TOILETS	Disabled toilet refurbishment. Step. Safety Bars. Changing facilities. ...completed 2015 Aim to update changing facilities if possible to a changing table.
6.	SCHOOL ENTRANCE	Transfer keypad and entrance communicator to more accessible position... keypad is accessible/right height. Do we need hearing loop installed???

## Access to the Curriculum

Target	Strategy	Outcome	Responsibility	Achievement
Training for teachers on differentiating the curriculum. Setting suitable learning challenges. Responding to pupils' diverse learning needs. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.	Undertake an audit of staff training requirements	All teachers are more able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Inclusion Team	Increase in access to the curriculum
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to learning. Contact with other professional partners	All staff/Inclusion Team	Increase in access to all school activities for all disabled pupils
All out-of-school activities are planned to ensure, where reasonable, 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	All staff	Increase in access to all school activities for all pupils
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Teaching Staff and Inclusion Team	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	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	Inclusion Team and SLT	Community will benefit by a more inclusive school and social environment

### Improving the Delivery of Written Information

Target	Strategy	Outcome	Responsibility	Achievement
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats	The school will be able to provide written information in different formats when requested for individual purposes	Office/SLT/ Inclusion team	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Office/SLT/ Inclusion team	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 on alternative formats and use of IT software to produce customized materials.	All school information available for all who request it	Office/SLT/ Inclusion team	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.	Awareness of target group raised	Inclusion team	School is more effective in meeting the needs of pupils

### Timescale for Improving the Delivery of Written Information

Timescale	Target	Strategy	Outcome
Short	To identify in any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information.	Seek alternative methods -visual -braille -listening hoops	Plan written indicating a) Formats which need changing. b) Strategies needed to do this. Support Services consulted for advice. Progress reported through Governors' annual report to Parents
Medium	To audit current client groups of parents and pupils  To begin to implement plan	Create alternative means of communication as needs are identified e.g. strategies for parents' meetings.	Designated DDA co-ordinator to maintain database for use as needed
Long	To maintain above practice and review on an annual basis	Regular review of need and delivery of alternative formats as needed	Information available for parents and pupils in a variety of formats