



Accessibility Plan
Chawson First School
June 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.

Our school vision states: At Chawson we all work in partnership to enable our learners to become confident, independent and motivated people in an environment where they feel happy, valued and respect others. We believe learning should be fun and memorable so that children can fully engage in their learning with others. We strive for our children to reach their full potential so that they can thrive in the next stage of their lives.

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed every 3 years in respect of progress and outcomes.

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.

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. Accessibility plan 2024-2027

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

<u>Physical access:</u>					
<u>Targets</u>	<u>Current good practice</u>	<u>Action</u>	<u>Timescale</u>	<u>Reasonability</u>	<u>Success criteria:</u>
To ensure all improvements to the school also improves facilities for the disabled.	Main entrance accessible by wheelchair users. New preschool building built to support children with disabilities.	Governing body should consider the requirements of those with a disability when undertaking new projects.	As applicable to project	Governing body	Changes to the school building will meet the needs of all users with a disability.
To ensure all children in a wheel chair have access to one classroom per year group.		Ramp into the downstairs spare classroom (AP)	When required	SLT	Wheel chair access to the downstairs classroom.
To ensure the needs of individual children with a disability are met within our school environment.	Outreach team/Chadsgrove special school worked alongside staff to allow a children with disability to attend Chawson part time during her reception year.	If a child with a disability joins Chawson adaptations/improvements will be discussed and made to ensure we are providing the best provision with the resources we have.	When required	SLT Parents Class teachers Governors	The needs of a child with a disability will be met as best as reasonably possibly using the resources we have available to us.
Ensure all people can be safely evacuated	Personal Emergency Evacuation Plan (PEEP) written into individual plans for specific children. Fire drill policy and practice procedures	All new individual plans to contain PEEP information	On-going	SENCO	Individual plans (behaviour plans, My Plans, disability plans) will contain information to inform staff, parents and children of their individual evacuation plan.

<u>Access to the curriculum:</u>					
<u>Targets</u>	<u>Current good practice</u>	<u>Action</u>	<u>Timescale</u>	<u>Reasonability</u>	<u>Success criteria:</u>
To provide staff training to enable them to increase their understanding of trauma informed approach.	- SLT member completed trauma informed diploma - DSL also trained as Senior Mental Health Lead	SLT to write 24/25 SDP and 3 year plan detailing actions focusing on trauma informed approach	Ongoing	SLT/SENCO	Staff will be more confident in their knowledge of a trauma informed approach and how to support children who have experienced trauma
To provide a communication supportive environment	- Consistent use of font across the school. - Use of symbols- introduction of widget to support learning - Introduction of sign-along for TAs - Introduction of word aware intervention	Continue to review and increase the use of sign along, widget and word aware intervention Learning walk to review learning environments Further SALT training for key staff	Ongoing	SLT/SENCO	Staff will consistently use symbols and signs to support pupils with their learning. Individual children will receive a full communication approach in line with SALT reports due to training provided.
To complete sensory audits across the school. Work towards providing an environment that enables all pupils to participate, specifically focusing on those with SEND-ASD.	- Individual children catered for- ear defenders, eating outside the main hall, use of safe spaces - Changes being made to display backgrounds in some classrooms.	Sensory audit to be completed and actions identified	Ongoing	SLT/SENCO	Actions will be set and completed to strive towards providing an environment that enables to participation of all pupils.
Ensure staff have specific training on disability issues. This training will focus on improving-	Visual impairment team visits and strategies taken on board within class. Strong links with the physical disability outreach team.	Identify training needs in line with new pupils being admitted.	When required	SLT	Raised confidence of staff to support children with a disability.

- Curriculum access - Participation in school trip - Involvement in clubs - Involvement in playtimes and lunchtimes		Contact to be made with relevant outside agencies to further support			
Purchase specialist equipment to meet the needs of individual pupils	Dyslexia resources purchased- coloured overlays/books Ear defenders purchased Wobble cushions/writing slopes Chair bands Safe spaces Chew necklaces Breakfast items	Identify specialist equipment required Purchase suitable equipment	When required	SLT	Specialist equipment will be provided for individual children.
When required, ensure the PE curriculum is accessible to all pupils	All classes have a wide range of PE equipment available to them.	PE coordinator and outside agencies to review year group PE planning and adapt if required.	When required	PE Co-ordinator	PE lessons will be accessible to all pupils
<u>Access to information:</u>					
<u>Targets</u>	<u>Current good practice</u>	<u>Action</u>	<u>Timescale</u>	<u>Reasonability</u>	<u>Success criteria:</u>
Signage around the school to be in other languages and braile if that becomes required.		When required audit signage to identify signs that require updating and adapting.	When required	SENCO/ Head teacher	Signage will be improved to meet the needs of all stakeholders across the school.
Discussion regarding access to information to take place annually		Parents forum discussion to review access to information for all stakeholders, specifically focusing on those with additional needs.	Annually	Head teacher Parents forum	Parents forum will have reviewed access to information for all stakeholders. Any actions will be incorporated into future plans

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 board.

5. Links with other policies

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

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