

CHALFORD HILL PRIMARY SCHOOL

Accessibility Plan

Reviewed: January 2024
Next Review Due: January 2027

Accessibility will be enhanced by:

A place where happy, confident people REACH for their dreams.

This vision is achieved through our school motto **REACH** and supported by our **REACH Golden Rules**. Our **REACH** responsibilities are:

Respect: We respect ourselves, others and everything around us by making good choices.
Effort: We take part and try our best in: school; our community; and the wider world.
Achieve: We ask questions and work hard in order to achieve our goals and reach our own potential.
Challenge: We look for ways to solve problems and improve even when we find things hard.
High Five: We celebrate ourselves and each other, building positive relationships.

We recognise our duty under the Equality Act 2010 to:

- eliminate discrimination and other conduct that is prohibited by the act;
- advance equality of opportunity between people who share a protected characteristic and those that don't;
- foster good relations between persons who share a protected characteristic and those that don't.

The term 'protected characteristic' is defined as:

'age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation.'

ACCESSIBILITY PLAN

Chalford Hill Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs, religious beliefs or orientation. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This plan sets out the proposals of the Governing Body of Chalford Hill Primary School to increase access to education for disabled pupils in the following three areas:

We aim, over time, to:

- **Improve access to the physical environment of the school for all**, adding specialist facilities as necessary.
- **Increase access to the curriculum for all children with a disability**, adapting the curriculum as necessary to ensure that they have equality of opportunity and learning as all children.
- **Improve the communication of written information to pupils, staff, parents and visitors with disabilities.**

Attached are Action Plans relating to these three aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

Chalford Hill Primary School 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.

The Accessibility Plan should be read in conjunction with all other policies.

The section of the Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. 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 first three-year plan period in order to inform the development of the new Plan for the following period.

Accessibility Action Plan 2024-2027

Aim 1: Improving Access to the Physical Environment of the school for all

Targets What do we want to achieve?	Actions What will we do?	Timescale	Responsibility	Outcomes
School is aware of the access needs of disabled children.	Create access plans for individual disabled children as part of My Plan/My Plan+ process. Create individual risk assessments. Ensure all staff are aware of the plan.	Needs led Annual	SENCo	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
School is aware of the access needs of disabled parents/carers.	Gain information from new parents/carers about additional needs.	Needs led On entry to school	Classroom teachers SENCo	School meets the needs of disabled parents/carers.
Improve the physical environment of the school ensuring that new building work and improvements have considered accessibility guidance.	Share accessibility guidance with relevant personnel and contractors. The school will take into account the needs of pupils, staff & visitors with physical difficulties when undertaking future improvements on the site. Advice to be sought on lighting, access, Equality Act compliance & colour schemes for example.	On-going	Head teacher, SENCo & Link Governors	On-going improvements in access to all areas when undertaking routine and maintenance works. Enabling needs to be met where possible. Improvements to school environment are Equality Act compliant.
Ensure all common facilities accessible to disabled children & visitors, both internal and external	Review access to the wildlife & garden area and to the pond Communication with parents/carers through safety messages, letters and use of local PCSO Improve signage to meet the needs of all	On-going	Head Teacher/ SBM/ Caretaker & Governors	All stakeholders will be able to access areas highlighted

Aim 2: Improving Access to the Curriculum

Targets	Actions	Timescale	Responsibility	Outcomes
Ensure full access to the curriculum for all children	Offer: - a differentiated curriculum - a range of support staff - use of ICT equipment - specific equipment sourced from specialist agencies - ongoing CPD for staff members	On-going Needs led	All staff Team/Subject leads/ SENCo	Curriculum is fully accessible for all pupils
Identify children who may need additional support.	Follow Graduated Pathway Liaise with previous setting		SENDCo Whole Staff	
Ensure that after-school clubs / provision are accessible to all pupils	Ensure access is available for all pupils including those with physical / sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	On-going	After-school club leaders/Atlas	After school clubs are accessible for all pupils.
Ensure all school trips and residential stays are accessible to all	Thorough planning including; advance visits, risk assessments undertaken, provide adult support as necessary, make physical adaptations as required.	On-going	Visit leaders / Educational Visits Coordinator/Head teacher	All children in school able to access all school trips and take part in range of activities.

Aim 3: Improving Access to Information

Targets	Actions	Timescale	Responsibility	Outcomes
Information communications accessible to all	Where appropriate, identify communication needs of stakeholders and provide suitable alternatives.	On-going	All staff	
Availability of written materials in alternative formats	School makes itself aware of the services available through its LA for converting writing information into alternative formats	On-going	Admin staff SENCo	If needed, the school can provide information in alternative formats

This Accessibility Plan has been drawn up in consultation with pupils, parents, staff and governors of the school and will be reviewed every 3 years.