



## **Accessibility Plan**

Reviewed and revised June 2014

Signed.....COG

.....HEAD

Next review: April 2017.

# **Chesterton CE Primary School – Accessibility Plan 2014 - 2017**

## **Purpose**

This plan has been guided by the vision and aims of our 'Equality Policy and Plan' and is to secure provision for disabled members of our community.

At Chesterton we are committed to creating an environment which secures the inclusion of all children, staff, parents and visitors. Through developing an ethos of awareness, we aim to challenge any negative attitudes which may exist in relation to disability of any kind.

This plan is drawn up in accordance with the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001. DfE guidance issued in July 2002 also informs our procedures and practice. As defined by the Disability Discrimination Act (DDA) 1995, we understand disability to be:

*'A person has a disability if he or 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.'*

This plan includes:

- a description of processes for identifying, removing and preventing barriers for people with disabilities
- a brief summary of progress in relation to previous planning
- our objectives for improvement of accessibility over a three year period
- how our plans for improvement will be monitored

## **Accessibility Planning Process**

Plans for accessibility improvement are developed through the monitoring and evaluation of our Equalities Policy and Plan. A named governor has the responsibility for overseeing of this process. Our action planning for improvement addresses the following:

- Physical facilities
- The school curriculum
- Support services
- Awareness
- Communication of information

## **Physical Facilities**

This aspect of review and planning pertains to the physical environment of our school and explores the need for specialist facilities as required. It also addresses any alterations that may be required to the structure of the building to secure access for pupils, staff, parents and visitors.

## **The School Curriculum**

All matters that pertain to a review of the curriculum are addressed in this part of our review and planning process. Our aim is to ensure that we secure access for pupils with disabilities. It considers provision for teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities and school visits. It also addresses the need for specialist aids and equipment that may be required for some pupils to secure their access to the curriculum. The needs of staff with disabilities will also be considered to ensure that they are able to fulfil their role in delivering the curriculum and securing the progress of all pupils.

## **Support Services**

This looks at access to services that we currently provide within, and external to the school, to support children and families where a disability is identified.

## **Awareness**

Review and planning in this area identifies training and development of staff. We aim to ensure that all staff are aware of the possible needs of persons with disabilities. Through diversity and equality curriculum opportunities, it also seeks to heighten children's awareness of issues in relation to disability.

## **Communication of Information**

Planning in this respect addresses how information about our work is communicated within the school and to a wider audience. It also examines communication between the home and school and within the school context about pupils who are identified as having a disability.

This plan will be amended in the light of emerging information received from the school's evaluation and review procedures and updated accordingly on a needs basis. It will be subject to a complete review in June 2017.

## ACCESSIBILITY REVIEW AND PLANNING June 2014 TO June 2017

<b>PHYSICAL FACILITIES</b>
<b>Process for Identifying barriers</b>
<ul style="list-style-type: none"><li>• Annual Governor monitoring</li><li>• Risk assessments for each class and site</li><li>• Review of classroom environment at transition</li><li>• General risk assessments for activities</li><li>• Feedback from visitors / views of disabled persons</li></ul>
<b>Summary of Progress in Relation to Previous Planning</b>
<ul style="list-style-type: none"><li>✓ All areas of the site are accessible to wheelchair users, however access to some rooms remains convoluted.</li><li>✓ All external lights now work and blown bulbs are replaced immediately to support the visually impaired.</li><li>✓ Disabled toilet has been cleared and made more inviting.</li><li>✓ Reception toilet door has been altered to enable help with toileting/changing when necessary.</li></ul>
<b>Objectives for Improvement 2014-2017</b>
<b>Short Term (by 2015)</b> <ul style="list-style-type: none"><li>➤ Routes through school to be kept clear of obstacles.</li><li>➤ Identify spaces within classroom and within the school for pupils with heightened</li><li>➤ sensory awareness (purchase screens if necessary).</li><li>➤ Check accessibility of outdoor bell and signage for wheel chair users.</li><li>➤ Always identify a space for persons in wheelchairs to sit as part of an audience so that they get an uninterrupted view of performances.</li><li>➤ Ask for support from Bardwell to identify further ways to improve the site.</li><li>➤ Annual report on improvements made to physical facilities.</li></ul>
<b>Medium Term (by 2016)</b> <ul style="list-style-type: none"><li>➤ Investigate additional ramp access to Ash Class side entrance to facilitate easier wheelchair access to this portion of school.</li><li>➤ Review and paint white strip on edge of all external steps.</li><li>➤ Investigate potential of designated disabled parking bay within school grounds or on Alchester Road (seek LA support/advice).</li></ul>
<b>Long Term (by 2017)</b> <ul style="list-style-type: none"><li>➤ Investigate extension to 'field path' so wheelchair users can access whole perimeter.</li><li>➤ Look into provision of portable hearing loop for use throughout school.</li></ul>
<b>As necessary</b> <ul style="list-style-type: none"><li>➤ Persons identified to facilitate the exit of disabled pupils during fire evacuation (PEEPs)</li></ul>
<b>Monitoring of Plans</b>
This plan will be monitored by: 'Equalities' Governor, as part of the: IEP review process as necessary

Needs of individual requirements of disabled pupils and staff.

## **THE SCHOOL CURRICULUM**

### **Process for Identifying barriers**

- Monitoring of Learning Support
- Evaluation of class teacher performance
- Progress Data / evaluations of the children / outcomes of IEP reviews
- Consultation / advice and audits form external sources

### **Summary of Progress in Relation to Previous Planning**

- ✓ Children's general awareness of diversity issues greatly enhanced through the link with Bardwell Special school.
- ✓ Transition arrangements for children with physical disabilities, medical needs and or learning disabilities are carefully managed with support from outside agencies where appropriate
- ✓ School enjoys good interagency links through which to support disabled pupils
- ✓ Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful
- ✓ Named children have IEPs and behaviour support plans as necessary to facilitate accessibility to the curriculum.
- ✓ Adaptations / additional arrangements always made to include all children in educational visits, residential, extra-curricular opportunities etc.

### **Objectives for Improvement 2014-2017**

#### **Short Term (by 2015)**

- Continue to develop link with Bardwell Special School (increasing involvement in shared school activities where possible)
- Teachers to look for opportunities to promote diversity within the curriculum.
- Continued rigorous analysis of progress data to identify under achievement.
- SENCO to audit and identify gaps in training needs
- Annual report on improvements to make curriculum more relevant and accessible.

#### **Medium Term (by 2016)**

- Review extended school provision for pupils with disabilities.
- On-going provision of specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum.
- SENCO to develop provision management to establish effective analysis and development of interventions.

#### **As necessary**

- Staff working with pupils with disabilities receive specialist training.

### **Monitoring of Plans**

This plan will be monitored by:

Support Staff who work with pupils with disabilities

Discussion with and feedback from parents

Pupil progress data

Monitoring of participation in extra-curricular activity and visits

Curriculum review

<b>SUPPORT SERVICES</b>
<b>Process for Identifying barriers</b>
<ul style="list-style-type: none"> <li>• Feedback from children and parents</li> <li>• Progress data</li> <li>• Ability to meet needs of community as requested</li> <li>• Ability to secure external support as required</li> <li>• Outcomes of IEP review.</li> </ul>
<b>Summary of Progress in Relation to Previous Planning</b>
<ul style="list-style-type: none"> <li>✓ Very strong links with a wide range of support services exist in school – with staff having regular contact with: School Nurse, Home-School Link Worker, Bicester Hub, Interaction and Communication Services, Educational Psychologist, PCAMHS / CAMHS, Bardwell Outreach Service, SALTs, Occupational Therapy etc. – to support the learning and integration of a number of named children.</li> <li>✓ Proactive transition and settling in arrangements for a named child with additional needs.</li> <li>✓ Proactive school support for parental requests for statutory assessment and alternative provision for pupils.</li> <li>✓ Greater parental awareness of the wellbeing provision offered by the school via Healthy, Happy Safe booklet.</li> </ul>
<b>Objectives for Improvement 2014-2017</b>
<p><b>Short Term (by 2015)</b></p> <ul style="list-style-type: none"> <li>➤ Continue publication of Healthy Happy Safe as a way of signposting parents to external as well as internal support (ensuring inclusion of information specific to children with disabilities and their families)</li> <li>➤ Create links on school website for well-being information and external support agencies.</li> <li>➤ Annual report on support agencies working in partnership with school.</li> </ul> <p><b>Medium Term (by 2016)</b></p> <ul style="list-style-type: none"> <li>➤ Continue to develop and maintain access to vital support agencies as Local Authority Network Declines.</li> </ul> <p><b>As necessary</b></p> <ul style="list-style-type: none"> <li>➤ Advice from support services acted upon in relation to setting up provision for named children.</li> <li>➤ Transition arrangements for children with disabilities carefully managed with support from outside agencies where appropriate.</li> </ul>
<b>Monitoring of Plans</b>
<p>This plan will be monitored by;  SENCO  SLT  SEN and Equalities Governors.</p>

<b>AWARENESS</b>
<b>Process for Identifying barriers</b>
<ul style="list-style-type: none"> <li>• Feedback from children and parents</li> </ul>
<b>Summary of Progress in Relation to Previous Planning</b>
<ul style="list-style-type: none"> <li>✓ Children's general awareness of diversity issues greatly enhanced due to link with Bardwell Special School</li> </ul>
<b>Objectives for Improvement 2014-2017</b>
<p><b>Short Term (by 2015)</b></p> <ul style="list-style-type: none"> <li>➤ Continue to increase general awareness of diversity issues through continued link with Bardwell Special school</li> <li>➤ Promote awareness of different aspects of disability issues through assemblies and PSHE.</li> <li>➤ Create central display celebrating diversity.</li> <li>➤ Establish named Governor responsible for 'Equalities Policy and Plan'</li> <li>➤ Annual report of disability awareness raising activities</li> </ul> <p><b>Medium Term (by 2016)</b></p> <ul style="list-style-type: none"> <li>➤ Promote awareness of support networks for families through links on the school website.</li> <li>➤ Look into challenging negative attitudes through whole school focus day on stereotyping.</li> <li>➤ Look into inviting disable sports people / arts groups into school.</li> </ul> <p><b>Long Term (by 2017)</b></p> <ul style="list-style-type: none"> <li>➤ Broaden staff awareness of matters linked to mental health through staff training.</li> <li>➤ Identify and support a mental health charity to help alleviate negative attitudes.</li> </ul> <p><b>As necessary</b></p> <ul style="list-style-type: none"> <li>➤ Staff to challenge and support children in confronting their implicit and explicit attitudes towards disability.</li> </ul>
<b>Monitoring of Plans</b>
<p>This plan will be monitored by: DS as wider curriculum lead.</p>

<b>COMMUNICATION</b>
<b>Process for Identifying barriers</b>
<ul style="list-style-type: none"> <li>• Feedback from children and parents</li> <li>• Parent questionnaires</li> <li>• Feedback from external agencies</li> </ul>
<b>Summary of Progress in Relation to Previous Planning</b>
<ul style="list-style-type: none"> <li>✓ School website set up as primary means of communication</li> <li>✓ Information for parents about wellbeing provision, and access to this, has been improved via Happy Healthy Safe booklet.</li> <li>✓ Open communication with parents via email and telephone</li> <li>✓ Diaries for named children have been set up to provide daily communication between home and school.</li> <li>✓ IEP working records and differentiated planning have significantly improved planning for named children.</li> <li>✓ Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful .</li> <li>✓ Very supportive relationships built with families of children with additional needs.</li> </ul>
<b>Objectives for Improvement 2014-2017</b>
<p><b>As necessary</b></p> <ul style="list-style-type: none"> <li>➤ Access training to meet the communication needs of individual pupils or families when and where appropriate.</li> <li>➤ Access support from Bardwell Outreach if alternatives to written / spoken language are appropriate</li> <li>➤ If appropriate, explore Braille, audio CD &amp; Loop system for VI and HI members of the school community.</li> </ul>
<b>Monitoring of Plan</b>
<p>This plan will be monitored by:</p> <p>SLT  SENCO  Equalities Governor</p>