



Accessibility Plan

Reviewed and revised January 2024

Signed.....Chair of Governors

.....Headteacher

Next review: October 2026



Chesterton CE Primary School –

Accessibility Plan 2023 - 2026

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 facilitates the inclusion of all children, staff, parents and visitors. Through developing an ethos of awareness and acceptance, 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
- our objectives for improvement of accessibility
- how we will know that our plans for improvement have been successful

Accessibility Planning Process

Plans for accessibility improvement are developed through the monitoring and evaluation of our Equalities Policy and Plan. 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 maximising 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 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 October 2026.

ACCESSIBILITY REVIEW AND PLANNING : October 2023 to October 2026

Accessibility of the physical environment				
Target	Actions	Timescale	Responsibility	Success Criteria
To ensure that all pupils, staff, governors, parents and visitors can have full access to all areas of the school.	<ul style="list-style-type: none"> • Be aware of the needs of staff, governors and parents and meet these needs as appropriate. • Create access plans for individual disabilities as required. • Identify any new needs or hazards through questionnaires, discussion and site monitoring. • During the recruitment process, ask applicants about any access needs that they have prior to visits. Interview process to be carried out in accessible rooms. • Ensure that any building work being undertaken is accessible and continues to improve the accessibility of the school as a whole. 	<p>As required</p> <p>As required</p> <p>On-going through Induction process for staff and through Admissions forms for pupils / parents.</p> <p>As required</p> <p>As required during Planning Permission process</p>	<p>Headteacher / SLT</p> <p>Headteacher / SLT / Governors</p>	All access needs are met for the school community.
To ensure that the school environment is engaging and accessible for all pupils and visitors.	<ul style="list-style-type: none"> • Displays around school will be colourful and interactive. • Consideration will be made for the needs of anyone with physical difficulties or sensory impairments when planning future 	On-going	All staff	Learning Walks show that the environment is to a good standard for all pupils and visitors.

	<p>improvements for the learning environment.</p> <ul style="list-style-type: none"> • Consultation with specialists and advisors to consider the introduction of specialist equipment to support learners with specific needs. 			
To provide educational experiences that are accessible to all, wherever possible.	<ul style="list-style-type: none"> • Use risk assessments and pre-visits to assess the suitability of access and identify any needs required for the activity to take place. 	As required	Teachers Educational Visits Coordinator	All pupils can take part in trips and residential visits (risk assessment dependent). Risk assessments and relevant medical forms are in place for trips.
To ensure that pupils with any additional needs or disabilities can be evacuated safely.	<ul style="list-style-type: none"> • Put in place individual plans for any pupil needing specific support for an evacuation. 	As required	Headteacher / SLT SENCo	All fire drills are successfully carried out and all plans are in place for any specific needs.
To fully support pupils with medical needs in the school environment.	<ul style="list-style-type: none"> • Review 'Managing Medicines Policy' every 3 years. • Ensure that school procedures are clear to all members of staff and are followed. • Share updates with staff during weekly briefing meeting. • Ensure Epipen and Epilepsy training is updated annually with the School Health Nurse. • Write Individual Healthcare Plans for children with medical needs and ensure that these are up to date. 	April 2026 As required	Headteacher / SLT SENCo	All necessary training is up to date. Policies are up to date and followed.

	<ul style="list-style-type: none"> • Ensure first aid training is up to date. 			
--	--	--	--	--

Accessibility to the school curriculum				
Target	Actions	Timescale	Responsibility	Success Criteria
To identify all pupils with additional needs.	<ul style="list-style-type: none"> • Staff liaise with SENCo to identify any additional special needs for new and existing pupils. • Use of descriptors to identify any additional learning needs. • Liaise with outside agencies when appropriate. 	Annually and ongoing	Teachers / SENCo / SLT	<p>Transition arrangements for new pupils are set up prior to start date. Additional visits set up where necessary.</p> <p>Existing pupils' needs are monitored and any additional support needs are identified promptly.</p>
To ensure that all staff have the necessary training to support pupils with a range of needs and disabilities.	<ul style="list-style-type: none"> • Arrangements for children with physical disabilities, medical needs and or learning disabilities are carefully managed with support from outside agencies where appropriate. • SENCo and SEND Training Lead to audit and identify gaps in training needs • Ensure induction takes place to identify any training gaps. 	On-going, as required	SLT / SEND Training Lead	Additional training is in place when needed.
To identify any trends in attainment and progress for different groups of pupils.	<ul style="list-style-type: none"> • Continued rigorous analysis of progress data to identify under achievement. • Any actions feed into the SDP. 	3 times a year in addition to regular monitoring by the SENCo.	Headteacher / SLT	Any gaps between specific groups are identified and narrowed.

<p>To ensure that classrooms are organised to allow access for all pupils and staff.</p>	<ul style="list-style-type: none"> • Visual prompts and resources including visual timetables used to facilitate access for all pupils where these are seen to be helpful. • Necessary resources put in place to support staff with disabilities. • Consider seating arrangements to accommodate children with specific needs. 	<p>On-going</p>	<p>All staff / SLT</p>	<p>Observations and learning walks demonstrate good pupil participation in lessons.</p>
<p>To increase staff skill and confidence in differentiating lessons for all pupils, offering the best type of support where needed.</p>	<ul style="list-style-type: none"> • Named children have Pupil Profiles, Provision Maps and behaviour support plans as necessary to facilitate accessibility to the curriculum • CPD opportunities / staff meetings linked to SEN. 	<p>On-going</p>		<p>Observations and learning walks demonstrate improved skill and staff confidence.</p>
<p>To make school visits and extra-curricular opportunities accessible to pupils and staff with disabilities.</p>	<ul style="list-style-type: none"> • All reasonable adaptations / additional arrangements made to include all children and staff in educational visits, residentials, extra-curricular opportunities etc, wherever possible. 	<p>When appropriate</p>	<p>All staff</p>	<p>All pupils can take part in trips, residential and extra-curricular opportunities (risk assessment dependent). Risk assessments and relevant medical forms are in place for trips.</p>
<p>To raise awareness of disabilities and promote positive attitudes.</p>	<ul style="list-style-type: none"> • Develop children's general awareness of diversity issues through PSHE curriculum opportunities. • Include cross-curricular work linked to national and international 	<p>On-going</p>	<p>All staff</p>	<p>Pupils' thinking about disability is challenged and positive attitudes are increased.</p>

	events, such as Paralympic Games.			
--	-----------------------------------	--	--	--

Accessibility to information				
Target	Actions	Timescale	Responsibility	Success Criteria
To liaise with LA support services.	<ul style="list-style-type: none"> • Contact external support services when required • Maintain strong links with a wide range of support services in school – with staff having regular contact with: School Nurse, a variety of Early Help services, Communication and Interaction Services, Educational Psychologist, PCAMHS / CAMHS, SALTs, Occupational Therapy etc. – to support the learning and integration of named children. 	When necessary	Teachers / SENCo / SLT / HSLW	Support services are used effectively.
To inform parents about well-being provision and support services.	<ul style="list-style-type: none"> • Maintain and review the Happy Healthy Safe booklet. • SENCo to be involved in meetings with parents when necessary. • Reviews of individual support plans take place regularly. 	On-going	Teachers / SENCo / SLT	Parents are well informed and feel involved.
To improve communication for pupils with a disability.	<ul style="list-style-type: none"> • Visual prompts and resources including visual timetables are used to facilitate access for all 	On-going when necessary.	Teachers / SENCo	During observations and learning walks, pupils are seen to be

	pupils where these are seen to be helpful.			communicating as well as possible in lessons.
To ensure open communication with all parents.	<ul style="list-style-type: none"> • Maintain school website as primary means of communication. • Develop supportive relationships with families of children with additional needs. • Open access to school office for further communication via phone, email or face to face. 	On-going	All staff, including office staff	Parents are well informed. Parents are engaged in school life.