

ACCESSIBILITY PLAN

January 2022

Title: Accessibility Plan

Function: Information and Reference

Subject Category: Management

Audience: Staff, Parents and Governors

Date of Review: September 2024

Member of Staff Responsible: Headteacher / Finance and Premises Committee

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The act requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

According to the Equality Act 2010 a person has a disability if:

He or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

School mission statement

Our school promotes perseverance, resilience and mutual respect. Working in partnership with families, we ensure that all children are given the best opportunities throughout their educational journey. Children at Chase Lane embrace challenge and make the best possible progress to enhance their life choices in an ever changing, diverse modern Britain.

Chase Lane Primary School and Nursery is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

The Chase Lane Primary School and Nursery Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits

– it also covers the provision of specialist and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Improve 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.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Anti-Bullying Policy
- Behaviour Policy
- Critical Incident Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Supporting Pupils at School with Medical Conditions Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Finance and Premises Committee.

Approved by the Finance and Premises Committee

Date: 13/10/2021

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- Finance and Premises Committee
- Head Teacher
- SENCO
- Finance Manager
- Site Manager

Chase Lane Primary School and Nursery

ACCESSIBILITY PLAN

School Premises

We recognise that our buildings and facilities need to be of a high standard and that they are safe and suitable to the needs of our pupils, staff, parents and visitors.

Objectives	Strategies	Timescale	Evaluation
Ensure that pupils parents/carers staff and visitors, with a disability, have access to main school building	There is one classroom which cannot be accessed by wheelchair because it is on the first floor and can only be accessed by stairs. However there are sufficient ground floor classrooms which can be allocated to pupils with disabilities when required. The Year 1 classrooms cannot be access by wheel chair, either internally or externally. The school will need to make adjustments to class allocations or to the building if wheelchair access to these classrooms is required The main school hall is accessible by steps located in three exits / entrances to the hall. There is also a ramp access point into the school Hall via the Reception outdoor area. A stair lift into the school hall is available at one access point. Two external classroom doors have ramps to allow wheelchair access to the outside.	Address access arrangements when planning future building work.	A new entrance to the school office area was built in August 2017. This included a ramp for wheelchair access. The building work complies with Building Regulations and the Equality act 2010.
Ensure that individuals with a disability can be safely evacuated from the school.	Conduct regular Fire Risk Assessments to ensure that fire exits are clearly accessible and meet the needs of individuals with a disability. Access routes are kept clear. Evacuation procedures are outlined on pupils One Plans so that all staff are aware of their responsibility during evacuation procedures.	All individuals with a disability will require a Personal Emergency Evacuation Plan (PEEP): completion date for current pupils and members of staff July 2018 and ongoing.	Individuals requiring a PEEP have been identified.
Ensure that the environment in classrooms and school hall are regularly monitored to support hearing and visually impaired children.	The school has conducted an acoustic assessment of the school hall. Lower the echo / sound levels in the main hall to support pupils with sensory needs and with hearing impairments.	January 2018	Plans to address recommendations will be set and monitored by the Finance and premises Committee.

Curriculum Access

Objectives	Strategies	Timescale	Evaluation
Children have access to quality teaching and learning activities and are fully integrated within the classroom.	The School Improvement Plan priorities include a focus on developing the quality of teaching and learning throughout the school.	On-going	All pupils have access to quality first teaching through well planned and differentiated learning experiences so that pupils make progress.
	Additional adults are strategically deployed to meet pupils' needs.	On-going	
	A counsellor has been employed by Harwich Education Partnership to support the emotional well-being and mental health of identified pupils.	Sept 2020	
	The school has a specialist speech and language Teaching Assistant to help identify barriers to learning and provide support, strategies and resources in the classroom.	On-going	
	Chase Lane has adopted the Trauma Perceived practice approach to behaviour management. The school recognises and implements to 3 key principles of TTP; connection, kindness and hope.	Sept 2020	
	Chase Lane has a whole school approach to teaching emotional regulation and all children have the opportunity to 'check in', using Colour Monster, at least once each day. 'Check ins' are not limited – children are encouraged to communicate a problem at any point during the day.	Sept 2021	
Children with disabilities and SEN have access to educational visits and extra-curricular activities.	Children, who are identified as having difficulties in emotional regulation receive individual or small group support to help develop these skills.		
	Accessibility arrangements for all off site school visits are assessed to ensure that they meet the needs of all pupils.	Essex EVOLVE Training July 2021	All pupils are able to fully engage in educational visits and extra-curricular activities.
	Care Plans are in place for individual pupils and identify procedures for off-site activities/school trips.		
Assessments and reviews provide information to evaluate the impact of Support Plans and	Consideration for future extra-curricular activities is discussed at One Plan meetings and an inclusive approach is taken to ensure inclusion of all pupils.		
	Visit Leaders to complete Essex EVOLVE online training.	January 2022	
Assessments and reviews provide information to evaluate the impact of Support Plans and	A Provision Map is updated regularly. Termly progress meetings are led by Phase Leaders and are monitored by SLT.		Individual needs of pupils are considered and met by personalised planning and first quality teaching,
	Consistent intervention records are kept and reviewed and evaluated by SLT at the end of each cycle.		

intervention programmes.	Regular One Plan meetings are held with children, parents and any professionals involved. Learning Support Plans are written, reviewed and updated as part of One Planning process One Page Profiles are written, reviewed and updated as part of the One planning process and displayed in classrooms		ensuring children reach their full potential.
The learning environment allows every child to participate, achieve and be part of the school community.	A consistent visual system, Communicate in Print, is used throughout the school to support children's understanding of language and to help develop independent learning. Visual supports include: • Visual timetables • Schedules and task planners • First / Then prompts • PE changing cards • Home time schedule A range of systems are used to enable all pupils to access support e.g. visuals, protected "check-in" time. All pupils have access to a sensory area to support their sensory needs, particularly during transition points Pictorial visuals are used to support routines of the classroom and the school day. Resource bank of strategies and learning aids such as pencil grip, writing slope, talking tins can be used where needed and matched to pupils' individual needs. Picture Exchange Communication System (PECS) is used to support children who need an alternative method to communicate.	On going	The school environment allows every child to feel confident and comfortable to express his or her needs and ideas and be an active part of the school community
Children have the appropriate skills to integrate socially during recreational time	The Pastoral Care Co-ordinator supports children who require additional support developing social skills. Where extra support is required, intervention groups are run such as Socially Speaking, Lego Club, Speech Bubbles, Time to Talk, Social development is included in the One planning and review process.	On-going	Pupils are confident and happy, can make and maintain friendships, and develop appropriate social skills to help them in life.

School Communication

Objective	Strategy	Timescale	Evaluation
Availability of written materials in alternative formats on request	The school will access services to convert written information into alternative formats when required	On-going	Documents will be provided to parents / carers who have in a relevant form, if requested.