

ACCESSIBILITY PLAN

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.

April 2025

Title:	Accessibility Plan
Function:	Information and Reference
Subject Category:	Management
Audience:	Staff, Parents and Governors
Date of Review:	April 2028
Member of Staff Responsible:	Headteacher / Finance and Premises Committee

Chase Lane Primary School and Nursery

Accessibility Policy & Plan Aims

Chase Lane Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child can be the best they can be.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equalities Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. 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. Schools are required under the Equality Act 2010 to have an accessibility plan.

The Accessibility Plan will:

- 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 The Accessibility Plan will be published on the school website.

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND Policy and Information Report
- Teaching and Learning Policy
- Behaviour Policy
- School Improvement Plan
- Health and Safety
- Supporting Pupils at School with Medical Needs

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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	<p>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.</p> <p>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</p> <p>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.</p> <p>Two external classroom doors have ramps to allow wheelchair access to the outside.</p>	Address access arrangements when planning future building work.	The entrance to the school office area was built in August 2017. This includes a ramp for wheelchair access. The building work complies with Building Regulations and the Equality act 2010.
Ensure that all corridors are accessible for wheelchairs	Corridors need to be tidy and free from obstruction	Ongoing	All corridors are accessible for wheelchair users,
Ensure that individuals with a disability can be safely evacuated from the school.	<p>Conduct regular Fire Risk Assessments to ensure that fire exits are clearly accessible and meet the needs of individuals with a disability.</p> <p>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.</p>	All individuals with a disability will require a Personal Emergency Evacuation Plan (PEEP):	Individuals requiring a PEEP have been identified.

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 to support the emotional well-being and mental health of identified pupils.	Ongoing	
	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.	Ongoing	
	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.	Ongoing	
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 (ELSA support)		
	Accessibility arrangements for all off site school visits are assessed to ensure that they meet the needs of all pupils.	Essex EVOLVE Training June 2025	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.		
	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.		
Assessments and reviews provide information to evaluate the impact of Support Plans and	The Provision Map is updated regularly. Consistent intervention records are kept and reviewed and evaluated by SLT at the end of each cycle.		Individual needs of pupils are considered and met by personalised planning and first quality teaching,

intervention programmes.	<p>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</p> <p>One Page Profiles are written, reviewed and updated as part of the One planning process and displayed in classrooms</p>		ensuring children reach their full potential.
The learning environment allows every child to participate, achieve and be part of the school community.	<p>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.</p> <p>Visual supports include:</p> <ul style="list-style-type: none"> • Visual timetables • Schedules and task planners • First / Then prompts • PE changing cards • Home time schedule • Concept Cards <p>A range of systems are used to enable all pupils to access support e.g. visuals, protected "check-in" time.</p> <p>All pupils have access to a sensory area to support their sensory needs, particularly during transition points</p> <p>Pictorial visuals are used to support routines of the classroom and the school day.</p> <p>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.</p> <p>Picture Exchange Communication System (PECS) is used to support children who need an alternative method to communicate.</p>	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	<p>The Pastoral Care Co-ordinator supports children who require additional support developing social skills.</p> <p>Where extra support is required, intervention groups are run such as Socially Speaking, Lego Club, Movement Breaks, Time to Talk and ELSA sessions</p> <p>Social development is included in the One Planning and review process.</p>	On-going	Pupils are confident and happy, can make and maintain friendships, and develop appropriate social skills to help them in life.