



Community Academies Trust Chadsmead Primary Academy



Chadsmead Accessibility Plan

September 2020

An accessibility plan is drawn up to implement Chadsmead Primary Academy Duty for Disabled Access. The plan is written in accordance with the DCSF guidance publication 'Accessible Schools'. It has evolved through consultation with members of our school community. The Governors, staff and pupils are committed to making the building and resources accessible to all who learn, work and visit our school. The policy applies to both in school and extended provision.

Definition of Disability

The Disability Discrimination Act 1995 defines disability as follows: -

'A person has a disability if he / 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'

Note: not all people with a disability will have Special Educational Needs and not all Special Educational Needs will be classed as having a disability.

Chadsmead Primary Academy aims to identify and remove the barriers that particular groups of children, young people and adults may face in becoming included, valued, self confident and achieving learners within and beyond their local community. At Chadsmead:

- The school consists of 4 main parts: Nursery unit, Lower school, upper school and a mobile classroom.
- The Lower and upper school are linked by an outdoor corridor and both lower and upper school have access to a disabled toilet facility as well as adult and children toilet facilities.
- ICT access is available throughout school and individual i-pads are allocated to children with specific individual needs. **Additional H-pads are available in each area.**
- Playgrounds and pathways are all flat and accessible around the building although current entrances and exit to the building are limited in places as are pathways within school due to multiple levels of flooring and so alternative pathways are needed to be sought for wheelchair access.
- All pupils access the curriculum through provision and differentiation.
- Some pupils with physical needs have additional 1;1 TA support through their Education Health Care Plan to assist with movement around school. The TA and class teachers inform the SENCO of any access difficulties. Should other children require physical support for short term / temporary periods, adjustments are made wherever possible. Risk assessment for physical needs children are always undertaken, shared with staff and the Health and Safety lead, and are updated regularly where required.
- Physical aids and resources such as large print can be arranged and are available. The SENCO and external support services will advise on any specialist equipment or resources necessary.
- Building adaptations can be made depending on funding available to so do.
- The Health and Safety lead is available to support with all risk assessments and is kept informed of any needs or issues so that appropriate action can be taken and resources can be planned for.
- Individual Emergency Evacuation plans are in place for children with physical needs.
- On Educational Visits, parents will be invited to provide additional support for their child in addition to school resources and staff deployment to support individuals who may require more intensive support.
- All extra-curricular activities are available to all pupils with disabilities.

Key School Responsibilities:

- To draw up an Accessibility Plan, share it annually with the school community and update it every three years.
- To report annually to Governors on the impact of the plan, progress made and any changes needed.
- To ensure no person with disabilities is treated less favourably.
- To take all reasonable steps to avoid putting people with disabilities at a substantial disadvantage.
- To facilitate equal access to all aspects of the school community for parent'/carers.
- To seek the opinions of all stake holders in the consultation process in drawing up the plan and keep them informed of developments.

Chadsmead Primary Academy will undertake to meet these responsibilities by developing the following areas: -

Access to the Curriculum and Extended Activities

- To undertake an assessment of the curriculum on a regular basis and use this information to better the curriculum to pupil requirements, modify tasks, provide resources and ensure support as appropriate.
- To create a challenging curriculum where suitable learning challenges are set and progress of individual achievements can be assessed.
- To seek and follow the advice of outside agencies and the LA.
- To support extended hour provision to enable them to support our principles with regard to equal access and encourage all children to attend.
- Support children with English as a second language by bringing in outside agencies that can help with bi-lingual assistants, translation services, initial assessment sessions and in-service training for staff.

Access to the Physical Environment

- To audit existing facilities and identify possible improvements needed to make the school more accessible to people with disabilities.
- To consider how different impairments can be best catered for in the school environment.
- Consider ways of providing suitable aids and resources to meet these needs.
- To follow advice from the LA, outside agencies and other schools

Access to Information

- To look at the way in which we inform and to improve accessibility where appropriate
- To work with other schools, LA and external agencies to source materials at an appropriate cost if possible.
- Include parents and pupils in the choice of the most suitable media for the person with disabilities.
- Be aware that we may need to make changes to enhance access.

[Accessibility Plan](#)

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

Chadsmead's Accessibility plan in school is 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; and
- Improving the availability of **accessible information** to disabled pupils.

Improving the Curriculum Access at Chadsmead Primary Academy

Target	Strategy	Outcome	Timeframe	Achievement
Curriculum update in line with new Ofsted requirements: curriculum review to ensure all NC is being covered and taught as well as differentiated	Staff meeting and subject leaders to amp curriculum needs and provide intent and implementation statements for subject areas.	Updated and developed curriculum to ensure NC requirements continue to be met	2019 - 2020	
Update risk assessments for identified pupils	Annual updates continue to be required Additional risk assessments written for each educational visit / Extra-curricular activity	Risk assessment to be kept by SENCo for reference and availability	2019 - 2020	
Ensure all ASD children have access to visual timetables, Now and next boards and task boards as standard support	Audit classrooms at the end of every term; Termly meetings between teaching staff and SENCO to ascertain needs; Use of symbol software – communication print is used to support learning	Each classroom has agreed resources and uses them as standard requirement. Greater use of Communication in Print in EYFS setting to support PECs systems	2019 - 2020	
Ensure all classrooms have sloping writing boards, pen grips and different sized pens and pencil available for use	Audit classrooms at the end of the academic year for needs:	QFT teaching non-negotiables re-shared & staff self-audit from Spring term SENCO update 2020 to be undertaken.	2019 - 2020	
Ensure all corridors remain clutter free and communal areas are reviewed for storage needs	Rolling programme of school re-decoration of classrooms and communal areas to ensure access is safe and appropriate to	Classrooms and communal areas remain clutter free.	2019 - 2020	

	needs of school, staff and children.			
Ensure all classroom have handwriting paper available for those not yet obtaining their pen licence.	All KS2 classes to use Handwriting paper outside of normal handwriting lessons where required. Handwriting catch up schemes to be used on entry	Children have free access to handwriting paper as used in handwriting lessons to develop their practice and fine motor skill development.	2020 - 2021	
To take account of learning styles when teaching	To review the range of teaching and learning styles that lesson and children have to ensure that a range of different activities allow full engagements of all pupils.	Children's learning styles are known to children and staff; adaptations to lesson made to cover the range of learning styles. Greater pupil choice in learning	2020 - 2021	
To review and improve where necessary school record systems and procedures for record keeping, transition and background information.	All staff to be aware on transition of pupil background, current support strategies and needs of child. Meetings between staff to occur on transition; termly meetings with SENCo to continue; termly meetings with head to continue.	Staff knowledgeable about pupil backgrounds.	Annually and termly	

Improving the Delivery of Written Information at Chadsmead Primary Academy

Target	Strategy	Outcome	Timeframe	Achievement
Regularly update the school website with a range of easy to access information	Subject leaders and phase leaders using admin support help to update relevant and up to date information about school life.	Website is update to date and relevant	Annually	
Produce a series of home learning documents for parents about supporting children's learning at home.	Each term focus on an aspect of school ide and produce an information home learning booklet to support the curriculum learning.	Ongoing: Home learning– Spring 1, 2020 Spelling – Spring 2, 2020 Handwriting – Summer 1, 2020		

Continue to maintain availability of information in larger font, auditory support and alternative written formats.	Parents and carers can request information in a different form from the office at any time.	All information about school is available to all.	Annually	
Chadsmead APP introduction – To improve links with parents and carers.	Parent to sign up to the new APP and use it to access school information relevant to their child – a one stop shop for school information.	Parents will feel that they are aware of the developments and information regarding their child at Chadsmead – next Parental survey.	2020 - 2021	

Improving the Physical Access at Chadsmead Primary Academy

Target	Strategy	Outcome	Timeframe	Achievement
Audit site for the need for handrails, floor markings and other visual signs that may need to be updated.	Site walk with caretaker / head teacher and bursar to identify areas for re-development.	Areas identified to be re-developed with either new handrails, signage or visual markings.	Termly	
Continue to develop playgrounds and facilities where funding allows to ensure driveways, pathways, playgrounds and walkways remain safe.	Site walk with caretaker / head teacher and bursar to identify areas for re-development.	Areas identified to be re-developed	Weekly	
Communication in print labels (ASD friendly environment)	Annual audit of doorways, cupboards and key areas of school to ensure In print visual signs are in situ.	All areas not labelled or needing new labels will be replaced / updated..	Annually	
Disabled toilet access to be reviewed	Corridors to be accessible; doorways clearly signed; room itself to continue to be free of clutter	Disabled toilet checked on a daily basis by TA (1:1) support for PD children in school.	Daily review.	
To create a lively and engagement learning environment for children to learn in whilst taking into	Create colourful and lively displays that have clear purpose, are relevant to	Displays are used by children to inform and engage learning.	2020 - 2021	

account those with sensory needs and ASD.	current learning and up to date.			
To ensure all known medical needs are accounted for and known to staff	Children with specific care plans are known to staff termly and on transition and personalised needs are met. Medical information is known to each class at point of review; Diabetic training is up to date.	Children's needs are constantly reviewed and modified arrangements & reasonable adjustments made.	Half termly	
To make adjustments for disabled parents / carers	Undertake survey of parents, staff & governors to ascertain access needs.	Take on board and adjust practise depending on outcome of survey; Develop a more pro-active approach.	2020 - 2021	