



Chenies School Accessibility Plan

3 year period covered by the plan: September 2019 – September 2022

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Chenies School, as our motto states is “A Caring Place to Learn.” The ethos of inclusion is communicated by everyone in school and all staff sign up to this ethos when employed at the school. The leadership team ensures that an inclusive culture underpins the daily life of the school. We believe that:

- Disabled members of the school community will be free from discrimination and harassment related to a disability.
- There will be equality of opportunity between disabled people and other people.
- Positive attitudes towards disabled pupils, parents and staff will be promoted.
- Disabled people will be encouraged to participate in all areas of school life.
- The needs of disabled people will be met, and where necessary steps will be taken to give more favourable treatment.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. 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.

Under the [Special Educational Needs and Disability \(SEND\) 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.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

3A. Increase access to the curriculum for pupils with a disability

Objective	Current Situation	Future Action	Responsibility	Timescale
To ensure children with additional needs are identified at an early stage.	<p>Pupils are identified as having an additional educational need:</p> <ul style="list-style-type: none"> • By teacher identification, discussion with parents and other professionals • Attainment data • Medical information 	Monitor progress of all pupils and ensure relevant staff are informed of additional information received by school from outside agencies and families	SENCO Class teachers	Ongoing
To ensure the curriculum provided is appropriate for every child's needs.	<p>Planning for all subjects is differentiated to meet the needs of all pupils, both higher and lower ability. Learning support staff are deployed effectively to meet the needs of all learners.</p>	<p>Planning and children's work will show differentiation</p> <p>Support staff will be enabled to deliver effective support to meet children's needs</p>	Class Teachers SENCO	Ongoing
To ensure staff are provided with training to enable them to meet the children's needs effectively.	<p>When appropriate training is organised for all staff who are working with a child with a particular medical or learning need.</p> <p>Staff are supported by children's Speech and Language therapists and Occupational therapists to deliver therapy programmes. This provision is currently being reduced.</p>	<p>Inclusion to be a termly focus for teaching and learning support staff meetings</p> <p>School staff trained to access Speech and Language Link website now available to Buckinghamshire schools</p> <p>Training Focused on Social and Emotional Communication and Interaction Cognition and Learning</p>	Headteacher/SENCO SENCO SENCO	Reviewed termly October 2019 2019-20 2020-21 2021-22
To ensure interventions	Intervention programmes are available to	In consultation with class teachers	Class teachers	Review Half

have a positive impact on pupil progress.	support children with additional needs	establish a programme of evidence-based interventions to meet the current needs of pupils. Monitor the impact of interventions on a half termly basis and review as appropriate	Headteacher/SENCO	termly
To provide resources which support children making progress.	All resources are accessible to all staff.	Audit SEN resources which are available in school. Create a catalogue of resources available Ensure resources are stored in an organised fashion	SENCO Learning Support Assistants	April 2020

3B. Improve and maintain access to the physical environment

Objective	Current Situation	Future Action	Responsibility	Timescale
To enable physically disabled members of the school community to access the physical environment of the school	The school building is old and listed which places restrictions on accessibility within the site.	To ensure that any new work carried at the school, or any purchase of new resources takes disabled pupils into consideration. Consider reasonable adjustments which can be made to the physical environment to support the needs of individuals as the need arises.	Headteacher Governors	Ongoing Review Annually

3C. Improve the delivery of information to pupils with a disability

Objective	Current Situation	Future Action	Responsibility	Timescale
To identify any materials or events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information	Verbal information is given individually or in smaller groups. Staff are on the playground at the beginning and end of the day so that they are available to speak to parents to clarify messages. Staff follow up by telephone, email or a message in a home/school link book, where necessary. Newsletters are sent home weekly by parent mail.	The school will seek to provide information in alternative formats if it is required.	Headteacher Governors	Ongoing Review termly

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Where appropriate, the plan will be co-ordinated with the local authority's accessibility strategy.

Last reviewed: September 2019

Next review due: September 2022