



Accessibility Plan 2019-2020

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure that all pupils with a disability have:

- total access to our setting's environment, curriculum and information and
- can fully participate within all aspects of the school community.



Introduction

Chacewater School's Accessibility Plan sets out how Chacewater School's Governing Body will promote equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties within increasing access to education for pupils, under Part 4 of the DDA:

- increasing the extent to which disabled pupils can participate in the school *curriculum*;
- improving the *environment* of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of *information* which is provided in writing for pupils who are not disabled.

An overall vision should therefore reflect the six elements in the general duty:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
- Promoting positive attitudes
- Encouraging participation in public life
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Increasing Access for disabled pupils to the school curriculum					
Target	Task	Resources	Timescale	Responsibility	Monitoring
Effective communication and engagement with parents	Termly meetings with teacher and parents/carers Termly SEND and EHCP Review meetings with teacher and SENDCO	Time allocated	In place and ongoing	Class teachers SLT	SENDCO feedback to HT Parent feedback
Training for staff on increasing access to the curriculum for all pupils	Intimate care policy and trained staff Training from SALT, Cognition and Learning team, behaviour and learning support team, sensory support team Access to courses, CPD Outreach support from Curnow School shared with staff Ongoing guidance from specialists e.g. sensory support team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors etc	Training time TA time allocated	In place and ongoing; Regular visits from outside professionals	SLT / SENDCO/ School nurse	SENDCO HT All staff
Effective use of resources to increase access to the curriculum for all pupils	Strategic deployment of support staff	Training time TA time allocated	In place and ongoing	SENDCO / SLT	SENDCO HT All Staff Pupil feedback
Adaptations to the curriculum to meet the needs of individual learners	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy Use of access arrangements for assessment/National tests	Half termly or as required Occupational therapy/Sensory team/SALT	In place and ongoing	SENDCO / SLT	SENDCO HT Staff Reports and targets set by professional agencies

Appropriate use of specialised equipment to benefit individual pupils and staff	Sloping boards for pupils Coloured overlays/reading rulers for pupils with visual difficulty or dyslexia Specially shaped pencils and pens for pupils with grip difficulty Use of wedge/wobble cushions	Specialist equipment as listed	In place and ongoing	SENDCO	SENDCO Staff Pupil feedback
Improve educational experiences for visually impaired pupils	Consult with Vision Support Team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs	Cost of equipment	In place when required	SENDCO All Staff Vision Support Team	SENDCO Staff Reports and targets set by Vision Support Team
Improve educational experiences for hearing impaired pupils	Consult with Hearing Support Team Daily maintenance and cleaning of hearing aids	Cost of equipment	In place when required	SENDCO All Staff Hearing Support Team	SENDCO Staff Reports and targets set by Hearing Support Team
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Resources needed to allow a child to access a club TA time	In place when required	SENDCO All Staff SLT	SENDCO Staff SLT

Improving access to the physical environment of the school					
Target	Task	Resources	Timescale	Responsibility	Monitoring
Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilets with mechanical hoist and clinical waste bins	Maintenance costs	In place and ongoing	HT Site Manager	Site manager to feedback to HT
Access into school and reception to be fully compliant	Designated disabled parking Wide doors and corridors School access point for wheelchair users	-	In place	HT Site Manager	Site manager to feedback to HT
Improvements to help the visually impaired	External areas highlighted in yellow/non-slip paint	Cost of materials and labour	In place and ongoing	HT Site Manager	Site manager to feedback to HT
Improve signage to indicate access routes around school	Signs indicate disabled parking bay and routes around school	Cost of signs	In place	HT Site Manager	Site manager to feedback to HT
Maintain safe access around exterior of school	Ensure that pathways are kept clear of hazard items and vegetation	Cost included within ground maintenance	In place and ongoing	HT Site Manager All staff	Site manager to feedback to HT
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	HT Site Manager All staff	Site manager to feedback to HT

Improving the delivery of written information to disabled pupils					
Target	Task	Resources	Timescale	Responsibility	Monitoring
Availability of written material in alternative formats	Improve availability of information for parents - display appropriate leaflets for parents to collect Provide translated documents where appropriate	Contact details and cost of translation / adaptation	In place & ongoing	Office SLT SENDCO	HT SENDCO All staff Parental feedback
Ensure documents are accessible for pupils/parents/carers with visual impairment	Provide suitably enlarged, clear print for pupils with visual impairment Provide printed information on coloured paper for those who need it The school staff will support and help parents access information and complete forms for them if necessary Use coloured background for information on the Smart boards for those pupils who need it	Stationary resources	In place & ongoing	Office SLT SENDCO All staff	HT All staff Pupil Feedback Parental feedback

Financial Planning and control

The Head Teacher, SLT, Governing Body and the Finance Committee will review the financial implications of the accessibility plan as part of the normal budget review process.