

CHIGWELL ROW INFANT SCHOOL
ACCESSIBILITY PLAN - March 2017 to 2020

1. Chigwell Row Infant School Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three years period ahead of the next review date. There will be consultation regarding this plan and future actions.
2. Our 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 LA 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.
3. We are 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. Chigwell Row Infant School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. This Accessibility Plan will contain relevant and timely actions to:
 - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - improve 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Equality Objectives (required from April 2012)
 - Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Inclusion Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - School Brochure / Prospectus and Vision Statement
 8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and 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.
 9. 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.
 10. The School Brochure / Prospectus will make reference to this Accessibility Plan.
 11. The School's complaints procedure covers the Accessibility Plan.
 12. The Accessibility Plan will be published on the school website.
 13. The Accessibility Plan will be monitored through the Governor Environment Committee

14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Parents, pupils, visitors and other school community members invited to feedback on plan via website.

This plan was agreed by the Governing Body at the meeting on July 2017.

Review date July 2020

Chigwell Row Infant School Accessibility Plan - July 2017 to 2020: Improving the Curriculum

Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To build on CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements continue to be identified (Performance Management) e.g. Guest speakers, school nurse, link professionals, inset Health Plans and Action Plans written for individuals and all staff aware of contents	All teachers continue to fully meet the requirements of disabled children's needs with regards to accessing the curriculum List of training continue to be kept by CPD coordinator (carefully monitored)	2017 - 2020	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Risk assessment completed at least 24 hours in advance of activity	2017 - 2020	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases Include acoustic improvements	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	2017 - 2020	More time available for pupils to participate in curriculum activities
To ensure training for Governors in terms of Raising Awareness of	Provide training for governors	Whole school community aware of issues relating to Access	2017 - 2020	Society will benefit by a more inclusive school and social environment

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Disability Issues				
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class (using school pupil tracker and staff accordingly) Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff	2017 - 2020	All pupils are supported to achieve their full potential
To ensure interventions are effective to support pupils' participation	Review interventions against need of pupils within each class through evaluations from staff, pupils and parents Annually review pupils who need exam concessions Review needs of disabilities and EAL	Pupils needs are appropriately met through effective interventions	2017 - 2020	All pupils are supported to achieve their full potential
To explore the opportunities to develop a nurture space/area.	Review needs of pupils to determine level of provision required	Positive learning environment to meet the needs of pupils in both key stages.	2017 - 2020	The needs of all pupils met appropriately and with due regard to additional requirements of a social nature.

Chigwell Row Infant School Accessibility Plan - July 2017 - 2020: Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
Outside areas	Review playground areas for accessibility and any dangerous edges/corners External lighting	Mike Gale to continually check for access issues and amend accordingly. Check how effective external lighting is and improve where required.	2017 - 2020	
All areas	◦ Signage Audibility	Consider improving signage to include Braille or tactile signs Continue to improve audio equipment in classrooms - sound boards erected in yrs R - 2 and beyond.	2017 - 2020	
	Main Entrance	Continue to be vigilant about obstructions - pushchairs/wheelchairs etc	ongoing	
Corridors	◦ Remove trip hazards ◦ Observe fire exit routes ◦ Increase signage and aids for visual and hearing impaired	Identify appropriate storage for equipment and ensure that items are not left indiscriminately Obstacles around signed emergency routes removed - access clear Investigate Braille signage/ Visual fire alarm	ongoing	
Main Block	◦ Multi-media area	Acoustics continually checked and ensure feedback is minimised.	ongoing	

Chigwell Row Infant School Accessibility Plan - July 2017 - 2020 : Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print, foreign languages, texting/email or through augmentative communication technology, contrasting colours.	2017 - 2020	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all through hard copy, email/text for parents who have signed up and website Letters to go home in other languages where appropriate for access.	2017 - 2020	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all	2017 - 2020	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	On-going Performance Management arrangements Training on range of issues such as functional use of language, Signalong, hearing impaired radio transmitters and managing SALT plans Other training as required	Awareness of target group raised	2017 - 2020	School is more effective in meeting the needs of pupils.