



Chater Infant School

**An exceptionally high performing professional and learning culture
creating excellent achievement for all.**

Remembered for All the Right Reasons

School Accessibility Plan (2021-2023)

Rights Respecting School Agenda

We have the right to go to school

We have the right to learn.

Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 28 - Every child has the right to an education (from the National Convention on Rights of the Child)

This policy will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

Date agreed: March 2021

Date of next review: March 2023

Section 1: **Vision statement**

This plan should be read in conjunction with the **Precision Focused School Development and Success Strategy, the Equality Scheme and the SEND Policy** and outlines the proposals of the governing body of **Chater Infant School** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan takes into account the statutory guidance in the SEND Code of Practice (DfE, 2014).

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable time frame, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils

- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually with staff, parent representatives and Governors to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

Next review date: **March 2023** _____

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment for children with Special Educational Needs or Disabilities
- Improve the delivery of written information to pupils with Special Educational Needs or Disabilities

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with Special Educational Needs or Disabilities	<p>Early identification of needs through rigorous assessment procedures.</p> <p>APDR cycle using support plans and targets reviewed termly.</p> <p>Advice from other professionals regarding access for individual pupils promptly acted upon.</p> <p>Wide use of visuals throughout the school to support language.</p> <p>Wide use of “Communicate in Print” and “Clicker 8” to</p>	<p><i>Short term</i> To continue to address barriers for learning for children with specific learning difficulties.</p> <p><i>Medium term</i> To continue to develop staff expertise in teaching and supporting children with SEND</p>	<p>Dyslexia Friendly classroom audit</p> <p>Training for specific children – introduction to Down Syndrome/Makaton training</p> <p>Tier 1 training for all staff</p> <p>Tier 2 training for 1 or 2 members of staff</p> <p>Tier 3 training for DHT/SENCO</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO/DHT</p> <p>SENCO/DHT</p> <p>SENCO</p>	

	<p>support reading and writing.</p> <p>STEPS train the trainer and refresher training completed by SENCO/DHT</p> <p>STEPS training for all staff</p>		<p>STEPS annual refresher training for all staff</p>	<p>SENCO/DHT</p>	
<p>Improve and maintain access to the physical environment Special Educational Needs or Disabilities</p>	<p>School to review adaptations to meet the needs of two children with visual impairment by use of yellow paint markers outside, yellow and black striped tape around doorframes, corners etc, glass doors marked with red triangles.</p> <p>To consider sourcing desktop visualiser, a monitor connected to the Interactive screen and enlarged resources. Ipads can be used to project from interactive screen</p> <p>School is on one level and has a disabled toilet near the main entrance. There is a large toilet cubicle in the Nursery which would allow an adult to assist a child if necessary.</p> <p>Some class cloakrooms would be too small to manouvere a child's</p>	<p><i>Long term</i> To ensure that children with visual impairment have increased access to adult and peer support at lunchtime. Ensure advice from the VI team is acted upon.</p> <p><i>Long term</i> Consider which classroom is allocated if a child in the school uses a wheelchair.</p> <p><i>Medium Term</i> To ensure that the physical environment meets the needs of all pupils, staff and visitors.</p>	<p>LSA to do spend time checking on adaptations for wear and tear and loss.</p> <p>Ensure that tabards worn by midday supervisory staff and playground buddies are visible to child with visual impairment.</p> <p>Commission an outside agency e.g. Direct Access Consultancy to complete a full audit</p>	<p>SENCO/LSA responsible for child with VI</p> <p>SENCO/ resources manager</p> <p>SLT</p>	

	wheelchair.				
Improve the delivery of written information to pupils Special Educational Needs or Disabilities	<p>All class teachers have access to and use Communicate in Print Symbols to support children's understanding of written information.</p> <p>We have many members of staff who speak other languages as well as English. They are able to provide written or verbal translations for parents.</p> <p>There is much information about the school on the website</p>	<p>To ensure that parents have alternatives to written communication</p> <p>Ensure that parents are able to access the information on the website</p>	<p>Ask parents of new pupils whether they need translation of written communication.</p> <p>Add question to the initial information forms.</p> <p>Review the SEND information website with parents/ governors to ensure it is easily accessed by parents (reviewed in Sept 2020)</p>	<p>HT/ admin staff</p> <p>SENCO/governors /parents</p>	

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The building is one storey			
Corridor access	Corridors are wide enough to accommodate a wheelchair except in Reception where children's coats might cause an obstacle.	Commission an outside agency e.g. Direct Access Consultancy to complete a full audit	HT	Summer 2021
Lifts	There are no lifts in the school			
Parking bays	There is no dedicated disabled parking bay	Arrange to have a parking bay painted in the car park.	HT	Review Summer 2021
Entrances	<p>Most internal doors in the school are 700-750mm wide which is not wide enough for an adult wheelchair user to use comfortably. (Recommended width 813mm) Only one classroom has an external door which is wider than 800mm. Doors into the Nursery area are less than 813mm wide.</p> <p>The doors to some classes are highlighted with yellow and black tape. Metal poles outside the doors are highlighted with yellow paint.</p>	Commission an outside agency e.g. Direct Access Consultancy to complete a full audit	HT	Summer 2021
Ramps	We have no ramps in school			
Toilets	There is a disabled toilet near the main entrance. There is a large toilet cubicle in the Nursery which would allow an adult to assist a child if necessary.			

Reception area	The reception area has two sets of double doors.			
Internal signage	There is little internal signage in the school except for signs on the Headteacher's office, the main office, classrooms and staffroom. The labels on displays are in clear and large font. Storage trays in classrooms have labels on with words and some pictures.	Check that displays in the classroom are accessible to child with VI. Consider use of recording buttons/postcards to make displays more interactive.	LSA/SENCO	Summer Term 2021
Emergency escape routes	There are two emergency exit doors in the hall. See above for exits from classrooms.			