

## Bishop Chavasse C of E Primary School

# ACCESSIBILITY PLAN

### Approval Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

**This is a Level 2 Policy against the Trust Governance Plan.**

<b>Review Body:</b>	<b>LGB</b>
<b>Approved:</b>	<b>January 2023</b>
<b>Next review:</b>	<b>January 2026</b>
<b>Review Period:</b>	<b>3 years</b>

This plan was approved by the LGB for implementation on the date above and supersedes any previous accessibility plan.

## 1. Introduction and Context

**Bishop Chavasse Church of England School Policies are all underpinned by our school parable 'The Wise and the Foolish Builder'.**

**Bishop Chavasse School values every wonderfully and uniquely created child and adult; inspiring everyone to fulfil their potential, as we achieve excellence together. As Jesus teaches through the parable of the house on the rock: we grow in wisdom, supported by the compassion of God to establish firm, honest foundations on which every child can build.**

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Our Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Local Governing Body (LGB) to ensure that Bishop Chavasse School is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- a) To increase the extent to which disabled pupils can participate in the school's curriculum.**
- b) To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.**
- c) To improve the delivery of information to disabled pupils, so information is as available as it is for pupils who are not disabled.**

## 2. Purpose and Aims

- 2.1 Bishop Chavasse School's diverse and inclusive community will be a centre of excellence in learning, where all pupils, including those with disabilities, are supported and challenged to fulfil high ambitions.
- 2.2 All pupils will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Pupils will demonstrate the empathy and confidence to work with others to achieve a better future.
- 2.3 To ensure all disabled pupils are fully involved in school life and are making at least expected progress.
- 2.4 To identify barriers to participation and find practical solutions to overcoming these.
- 2.5 To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- 2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- 2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils.

## 3. Definitions

### **3.1 Definition of Disability (Equality Act 2010)**

"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

### **3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015)**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

#### **4. The Accessibility Plan**

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). Bishop Chavasse School is also committed to making reasonable adjustments for individual pupils to ensure all pupils are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed. The Accessibility Plan will be published on the school website.

##### **a) Increase the extent to which disabled students can participate in the school's curriculum**

4.2 Pupils with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO consults the pupil and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

4.4 Our Special Educational Needs Policy, Local Offer and SEND Report outline the provision the school already has in place to support pupils with special educational needs and disabilities (SEND). This includes:

- a) Identification of SEND at a very early stage through meticulous liaison with nursery schools, or other schools as appropriate, supported by individual provision maps and the SEND register.
- b) Keeping staff fully informed of the special educational needs/disability of any pupil in their charge, including sharing progress reports, medical reports and pupil/parent feedback.
- c) Listening to pupils' and parents'/carers' views and taking them into account in all aspects of school life.
- d) Awareness raising programmes for all pupils about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
- e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
- f) Increasingly specialised in-class support or guidance from trained TLAs (Teaching and Learning Assistants) and Additional Educational Needs Teachers (AEN Teachers).
- g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
- h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- i) Special access arrangements for internal and external exams.
- j) Specific target setting and monitoring to ensure all pupils with SEND make at least expected progress and accelerated progress in intervention groups.
- k) Ready access for parents to SENDCO, with partnerships supported by planned structured conversations and ongoing home-school liaison.
- l) A structured and dedicated transition programme for vulnerable pupils
- m) Specialist advice and guidance to support transition
- n) Multi-agency support coordinated by the school's Inclusion teams in each year group.
- o) Training for all staff from specialist autism provision staff on teaching and learning strategies for students with autism.

##### **Further development**

4.5 The School Development Plan sets out additional development priorities in this area. These include:

- Develop further an inspiring curriculum model which meets the needs of all pupils by ensuring that the curriculum in each subject is sequenced to maximise accessibility.

- Further improve subject specific pedagogy through professional development so that teachers can break down knowledge into its most accessible content components, adapt content and use well-planned formative assessment strategies to check that all pupils have mastered the foundational knowledge.
- Conduct annual curriculum reviews.
- Continue to improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school.

## **b) The school environment already incorporates many features to ensure accessibility**

4.6 These include:

- Lift
- Ramps
- A specialist SEND area, with small, quiet and calm learning spaces
- Disabled toilets
- Features that improve acoustics
- Customised furniture and/or equipment
- Specialist resources, including digital technologies
- Guiding in emergency evacuation
- Automatic doors

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual pupils' needs are met. Similar attention is given to how pupils' needs can be met on school journeys and visits.

### **Further development**

4.8 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.

4.9 The school is also committed to ensuring full accessibility in any future new buildings.

## **c) Improve the delivery to disabled students of information which is readily accessible to students who are not disabled**

4.10 Teachers and TLAs consider the needs of each SEND pupil and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all pupils. Visual and audio information is now as common as written information.

4.11 In addition, the school makes the following available as appropriate:

- Differentiated resources with particular attention to reading age, plain English, images and layout.
- Laptops and other digital technologies.
- Coloured overlays for text.
- Tactile resources.
- Readers and/or scribes in exams, where appropriate

### **Further development**

4.12 The following opportunities to improve further will be explored:

- Opportunities provided by digital technologies.

- Regular clear and relevant information to parents in home language if required

## **5. Responsibilities**

5.1 All staff are responsible for removing barriers to learning for disabled pupils.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Local Governing Body is responsible for the approval of this plan.

5.4 The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

## **6. Review**

6.1 This Accessibility Plan has the status of a policy of the Local Governing Body and is reviewed every 3 years. The views of disabled pupils and parents/carers will feed into the review

## Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
<p>School staff are aware of the access needs of disabled children.</p> <p>All building work in line with Accessibility guidance.</p> <p>Ensure that all disabled pupils can be safely evacuated.</p>	<p>Create access plans for individual disabled children</p> <p>Put in place Personal Emergency Evacuation Plans for all children Develop a system to ensure all staff are aware of their responsibilities</p>	<p>On-going</p> <p>As required</p> <p>As required</p>	<p>SENDCo</p> <p>School Business Manager</p> <p>SENDCo</p>	<p>Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.</p> <p>On-going improvements in access to all areas when undertaking routine and maintenance works.</p> <p>All disabled children and staff working with them are safe and confident in event of fire.</p>
<p>Ensure the provision of disabled parking</p>	<p>Erect a sign in front of the accessible parking bays at a height of 1m</p>	<p>Summer term 2022/23</p>	<p>School Business Manager</p>	
<p>Accessible toilets</p>	<p>Place coat hooks at an accessible height in the accessible toilets</p> <p>Ensure all emergency alarm cords are loose (not tied back)</p> <p>Train some members of staff on responding to the activation of an emergency alarm from with an accessible toilet</p>	<p>2022/23</p> <p>Terms 1-2, 2022</p> <p>Terms 1-2, 2022</p>	<p>School Business Manager</p>	

## Improving access to the curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes
Ensure TAs have access to specific training on SEND issues.	TA training provided on key subjects raised by them and the school	Ongoing	SENDCo	Raised confidence and impact of TAs
<b>Training</b>	<b>Provide disability awareness training to all staff, governors and pupils</b>	2022/23		
Ensure all school trips are accessible to all.	Follow guidance for staff on making trips accessible	As required	School visits co-ordinator/SENDCo	All children in school able to access all school trips and take part in range of activities.
Ensure disabled children participate equally in after school and lunch time activities.	a) Survey participation in clubs at lunch and after school by disabled children b) Organise additional activities for any pupils who appear excluded	Ongoing	SENDCo	Disabled children confident and able to participate equally in out of school activities.
Ensure all staff have undertaken equality duty training.	Staff to be aware of any updates	Annually	HT	All staff work from a equality perspective.

## Improving access to information

Targets	Actions	Timescale	Responsibilities	Outcome
<b>Staff training</b>	<b>Organise regular training to enable all staff to understand and recognise disability issues</b>	2022/23		
Review information to parents/carers to ensure it is accessible.	a) Ask parents/carers about access needs when child is admitted to school	Annually	Headteacher/Office staff/ SENDCo	All parents getting information in format that they can access e.g. tape, large print, Braille.

	<p>b) Review all letters home to check reading age/Plain English</p> <p>c) Produce newsletter in alternative formats e.g. large print, Braille as required</p>	Ongoing		
<p>Ensure all staff are aware of guidance on accessible formats.</p>	<p>a) Provide guidance to staff on accessible information</p>	Annually	SENDCo	<p>Staff to produce routine information to children in more accessible ways.</p>