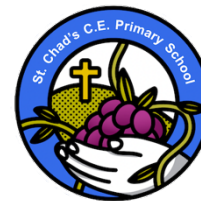


St. Chad's C.E. (C) Primary School



Accessibility Plan

We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the person of God may be complete, thoroughly equipped for every good work. (2 Timothy 3:16-17)

This plan is available on our school server, website and is available on request from the school office.

This plan will be reviewed in full by the Governing Body on a three yearly basis.

Signature *J Brennan* Headteacher 13th January, 2025

Joanne Brennan

Signature *Z Comley* Chair of Governors 13th January, 2025

Zoe Comley

Renewal Date: 12th January, 2028

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Statement of intent

This plan outlines how St Chad's CE C Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have 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 aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

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

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

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

- **Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

1. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Objective	Action required	Who and when	Likely completion date	Outcome	Review
Ensure that all pupils with disabilities achieve socially and academically	Curriculum audit for SEND	SENDCO and subject leaders Spring 2023	Summer 23	All subject leaders know how their subjects support and include those with SEND Teachers have the skills and knowledge to support all pupils with SEND	Completed 22/23 – see website, curriculum, SEND adaptations
Increase access to the curriculum for pupils with a physical disability or identified specific learning difficulty to have access to specialist equipment to ensure they can access teaching and learning	Work with other agencies and purchase equipment recommended CPD needs to be identified Staff members responsible for those on a 1:1 to be trained accordingly	SENDCO, all staff working with those with SEND and subject leaders Spring 2023	Summer 23	Pupils will have the resources they need to fully access the school curriculum.	All resources purchased and accessible. The Den also provides a physical environment for pupils with physical needs.

Planning duty 2: Physical environment

Objective	Action required	Who and when	Likely completion date	Outcome	Review
<p>Improve and maintain access to the physical environment</p>	<p>Management to conduct a full audit of the accessibility of the site for those with physical disabilities School to be aware of accessibility barriers to its physical environment and make a plan to address them.</p>	<p>Headteacher, site supervisor, school bursar, LA Meeting booked with the LA for January 2023</p>	<p>Summer 24</p>	<p>The school will be fully accessible for those with physical disabilities and this will be part of our LA property improvement plan.</p>	<p>School is now fully accessible with ramps across all areas of school as of January 2025</p>
<p>Improve the school's toileting facilities to support pupils with physical needs – changing places facilities</p>	<p>Meet with the LA to bid for funds to improve toileting facilities in school. Budget the works to be completed and include in the 3-year budget model. Receive quotes from LA contractors for the works needed.</p>	<p>Headteacher, site supervisor, school bursar, LA Meeting booked with the LA for January 2023</p>	<p>Summer 24</p>	<p>There will be a fully accessible toilet</p>	<p>We now have a fully accessible disabled toilet in our main building Summer 2024</p>

Planning duty 3: Information

Objective	Action required	Who and when	Likely completion date	Outcome	Review
<p>Improve the provision of written information for disabled pupils and parents</p>	<p>Audit school information to ensure that it is fully accessible</p> <p>Use visual timetables and calendars.</p> <p>Create pamphlets which are available at the front desk to direct parents and visitors to local support networks.</p> <p>Upload information to the website with audio/visual features e.g. school video tour</p> <p>Improve signage around school</p>	<p>SENCO, Headteacher, Governor responsible for the website</p> <p>Spring 2023</p>	<p>Summer 2023</p>	<p>School is aware of accessibility gaps to its information delivery procedures</p> <p>Availability of newsletters and school documents in alternative formats</p>	<p>More information is shared regarding local support networks via Dojo. Signage around schools is new and improved.</p> <p>Website is still under review – carry this action forward.</p>