

# GREAT CHESTERFORD C OF E PRIMARY ACADEMY



Two are better off than one, because together they can work more effectively.

**Ecclesiastes 4:9**

## **Accessibility Plan**

**Approved by the Full Governing Body November 2023**

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At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within the context of a caring Christian community. Our school values underpin all aspects of school life, including behaviour and relationships within our school. Our school values are: God’s Guidance, Respect One Another, Excellent Behaviour, Aiming High and Tremendous Teamwork. Our Golden Rule is to ‘treat others as you would like to be treated’.

Our curriculum promotes the spiritual, cultural, intellectual, moral, mental physical, health and social well-being of each child. We strive to provide a high standard of education for all children, irrespective of gender, culture, ability or aptitude.

### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. In our school, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff and governors are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships with relevant authorities to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The School Accessibility Plan has been developed and drawn up based upon information supplied by a wide range of stakeholders. Other outside agencies have also been consulted where appropriate. The document will be used to advise other school planning documents and policies and will be reported on in respect of progress and outcomes. The Accessibility Plan is structured to complement and support the Trust’s Equal Opportunities and Accessibility Policy, and will similarly be published on the Great Oak’s Multi Academy Trust’s website.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Great Chesterford C. of E. Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents / carers and visitors regardless of their educations, physical, sensory, social, spiritual, religious, 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 in school.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Accessibility Audit of the school which 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.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>The school asks about any disability or health condition in early communications with new parents and carers.</p> <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all</p>	<p>To monitor resources for positive imagery and raising awareness of people with disabilities</p> <p>On-going curriculum review to ensure it meets the needs of all pupils including those with additional needs / disabilities</p>	<p>Continue to review curriculum and associated books are not providing barriers/ creating issues for any children who belong to protected groups</p> <p>Staff awareness raised for when ordering new resources</p> <p>Further extend links with people and groups who have specialist knowledge about particular disabilities</p>	Sarah Mitchell	July 2024	<p>Curriculum resources include examples of people with disabilities.</p> <p>The curriculum is adapted to meet the needs of any pupil with a disability.</p>

	pupils.					
Improve and maintain access to the physical environment	<p>The school asks about any disability or health condition in early communications with new parents and carers.</p> <p>All current pupils, regardless of disabilities, have full access to all teaching areas and outdoor spaces.</p> <p>All current pupils are able to participate in all extra-curricular activities on offer.</p> <p>Extra-curricular trips do not exclude any child based on a disability / health condition.</p> <p>The environment is adapted to meet the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• All main entrances to the school are either flat or ramped and all have wide doors fitted</li> <li>• External contractor checked current ramps for condition and suitability (2020)</li> </ul>	Continue to monitor the quality of ramps as part of health and safety routines.	Add to monitoring schedules.	Alice Balchin	December 2023	Safe accessible access

	<ul style="list-style-type: none"><li>• The hall is on the ground floor and accessible to all</li><li>• The school has internal emergency signage and escape routes are clearly marked</li><li>• The school has internal emergency lighting</li><li>• KS1 areas all on the ground floor with wide door access. There are also several access points from outside</li><li>• KS2 areas are all on the ground floor. Corridor width is good in KS2. Wide door access to all rooms and easy access from each room to outdoors</li><li>• Reception and Year 1 have toilets within the classroom setting</li><li>• Disabled toilet located in the centre of the school</li><li>• Library shelves at wheelchair-accessible height</li><li>• Main reception at wheelchair-accessible</li></ul>					
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	<p>height</p> <ul style="list-style-type: none"> <li>• Internal and external level changes are highlighted in yellow</li> <li>• External landings at all fire exits are highlighted</li> <li>• Visual manifestations are added to glazed doors for any pupils who are visually impaired.</li> </ul> <p>In addition for staff / visitors:</p> <ul style="list-style-type: none"> <li>• On-site car parking</li> </ul>					
<p>Improve the delivery of information to pupils / parents with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Physical resources, such as text books rather than on-line resources</li> <li>• Visio book in lessons</li> <li>• Copying resources onto coloured paper</li> <li>• Pictorial or symbolic representations for items</li> </ul>	<p>Use parent questionnaires to ensure that we are meeting the communication needs of all members of the school community regardless of disability.</p>	<p>Specific questions to be added to parent questionnaire.</p> <p>Add specific questions to new starter packs</p>	<p>Sarah Mitchell</p>	<p>July 2024</p>	<p>All members of the school community are satisfied with the communication system in place, regardless of any disability they may have.</p>

	<p>such as timetables</p> <ul style="list-style-type: none"><li>• Hard copies of any school communication</li><li>• Emergency text/ email option for those unable to access an audio call</li><li>• Zoom subtitles used during parent consultations, if required</li><li>• Verbal communication used to support written information, if required</li></ul> <p>Alternative resources are used to help children share their views / record work: e.g. talking postcards; iPads</p>					
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#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Equal Opportunities and Accessibility Policy
- Critical Incident Support Plan
- Fire procedures
- Lockdown Policy
- Risk Assessments
- School Development Plan

#### **Adopted**

Adopted by the governing body of Great Chesterford C. of E. Primary Academy: (signed):

\_\_\_\_\_ date: November 7<sup>th</sup> 2023

**Review date: November 2026 or sooner if required.**