**St Chad’s**

**CE**

**Primary**

ST. CHAD’S C.E PRIMARY SCHOOL

**Accessibility Plan**

**2024-2027**

# Accessibility Policy and Plan

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. St Chad’s Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually as required.
4. The Accessibility Plan will contain relevant actions to:
	* Improve access to the **physical environment** of the School and Nursery, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
	* Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the ablebodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act. 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
	* Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

1. Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.
2. The School’s complaints procedure covers the Accessibility Plan

The Plan will be monitored by the Senior Leadership Team, ATLP Trust Strategic Leads and school advocates.

There is an ATLP Accessibility Plan available via the ATLP website.

# Contextual Information

The school is a one storey building which has disabled facilities and toilets. The school also offers Nursery provision and our own wraparound care. Two of our classrooms are held within a modular building that is fully accessible for a wheelchair. These classrooms have be subject to additional soundproofing in the carpet to better support our pupils with hearing impairments.

All areas of the school grounds are accessible to all.

At present we have no wheelchair dependent pupils, but we have some parents with mobility impairments.

On site car parking for staff and visitors includes a dedicated disabled parking bay.

Any pupils or staff who require additional physical support to access the environment have personalised care plans which contain information on fire drill and evacuation procedures.

# The current range of disabilities within St Chad’s Primary School

The school has children with a range of disabilities which include moderate, physical and specific learning difficulties. When children enter school with specific disabilities, the school seeks guidance when necessary, from the outside agencies for further assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms in green first aid bags and each child has their own asthma card indicating how to administer the inhaler. In addition to this, we also have a number of children with severe allergies, which we care and plan for by writing health care plans for them. These are shared with parents and relevant staff including kitchen staff.

We have competent First Aiders and Paediatric First Aiders who hold current First Aid certificates. All EYFS staff in Nursery and Reception are Paediatric First Aid trained. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members in a separate fridge in the staff room.

Emergency medication such as Eli-pens are held in classrooms for specific children.

Administration of Medicines consent forms are filled in by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded and signed for by 2 adults.

# Action Plan 2024-2027

**Aim 1 – To increase the extent to which disabled pupils and those with medical needs can participate in the school curriculum**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets**  |  | **Strategies**  | **Time Scale**  | **Responsibility**  | **Success Criteria**  |
|   To review all statutory policies to ensure that they reflect inclusive practice and procedure    |     | To comply with the Equality Act 2010  |   Ongoing |   HT/DHT All subject leaders  |   All policies clearly reflect inclusive practice and procedure  |
|  To continue to encourage close liaison with parents and carers to ensure pupils needs are met fully   |    | To ensure collaboration and sharing with families  |  Ongoing |  HT DHT Office Manager All Teachers Nursery Staff   |  Clear collaborative working approach between school and the community  |
| To ensure early intervention is put in place in Nursery for any children with additional needs to ensure a smooth transition to school  |      | To identify pupils who may need additional provision or outside agency support To apply for additional funding for pupils through EY Forum if needed   |  Ongoing  |  HT/DHT Nursery Manager  |  Funding, procedures/equipment/ideas set in place |
| To ensure all SEN pupils have accessibility features enabled on their ipads to address necessary provision to tackle further barriers to learning |  | DHT and SENDCO to support staff in identifying potential iPad features which could better support pupils in class.Teaching staff to activate appropriate accessibility features on individuals’ ipads | Autumn 2024 | DHTSENDCoTeaching staff | SEN pupils will have access to range of features on their ipads to enable them to participate fully in school curriculum |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| To continue to establish close liaison with outside agencies for pupils with additional needs   |   | To ensure collaboration between all key people  | Ongoing  | HT DHTSENDCo Outside agencies    | Clear collaborative working approach between school and outside agencies  |
| To ensure full access to the curriculum for all children  |    | Extra-curricular activities, residential, school visits for all children Risk assessments in place for school visits if required for SEN pupils  | Ongoing  | HT DHT SENDCoAll staff  | Evidenced in classroom practice  Risk assessments in the SEN file  |
| To review attainment of all SEN, CIC and PP children  |       | Monitoring Assessment Faculties model | Termly  | HT DHT SENDCoHub SENDCoFSWFaculties  | Progress made towards learning plan targets and EHC plans Provision mapping clear  |
| To review children’s records ensuring school’s awareness of any disabilities   |      | Information about new children passed up to new staff during SEN transition meetings Care plans reviewed and updated annually SEN learning plan review meetings termly for parents/carers Care plans displayed in the staff room, office and classrooms  | Termly and Annually  | HT DHT SENDCoOffice staffAll staff  | Each class teacher aware of children’s needs in their classes  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| To ensure Hearing Impaired pupils in Nursery and School are fully supported and the environment is sound proofed as much as possible   |           | Regular liaison with the HI team and school CSWs- Communication Support Workers to be supported by class teachers and nursery staff Deaf Awareness training to be given to all staff bi-annuallyPlan a deaf awareness day  | Ongoing 2025  | Class teacher CSW SENDCo | Hearing Impaired children and their families to feel well supported  |

**Aim 2 – To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets**  |  | **Strategies**  | **Time Scale**  | **Responsibility**  | **Success Criteria**  |
| To ensure a visually stimulating environment for all children that provides a range of different learning styles  |   | Colourful, purposeful displays that reflect a range of learning opportunities  | Ongoing  | Teaching and non-teaching staff  | A learning environment that promotes learning through a range of different learning styles  |
| To ensure that pupils with medical needs are met fully within the capability of the school  |      | Medicines policy updated to include Asthma and wraparound provision Teaching staff to check expiration dates on medication held in classroomsOffice staff/SENDCo to check expiration dates of medication held in staff roomUpdated care plans uploaded to shared driveCentral asthma list to be uploaded to shared driveBromCom medical lists to be updated inline with amended care plans | With immediate effect  | HTDHTSENDCoOffice StaffTeaching staff | To be compliant in school, Nursery, Wrap around provision and kitchen meeting the needs of pupils with medical needs  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| To ensure pupils are safe when arriving and leaving school  |         | Communication with parents via newsletter, texts School councils to discuss ways of improving safety at school and onlineBikeability for all Y6 children Road safety children to be displayed for the zig zag lines outside of school to promote safer parkingEnsure no one under the age of 16 years old collects a child from At least two members of SLT to be on gate duty when pupils arrive and leave schoolOffice staff to ensure all late pupils are signed in using the Inventry system in the foyer. | Ongoing  | Office Manager HT DHT Site managerSLT membersFSW | Children safe on arrival and departure to school Residents and the local community are happier with the approach the school are taking to parking outside school  |
|  | school at the end of the day  |  |  |  |
| To ensure that school supports the guidance from the Local Authority in regards to the DAF- Disability Access Funding  | * School to encourage parents/ carers to complete the paper work for the DAF in order for school to be able to have access to additional funding
* School to access the funding for pupils who are in receipt of

Disability Living Allowance * School to ensure that the money is spent within a term of receiving the funding and in line with the recommended

resource list * To use the money to succession plan support for 3-4 year olds in Nursery with a registered disability
 | Ongoing 2021-22  | HT DHT SENDCo Nursery Manager  | School to receive the appropriate funding per pupil and to spend it line with the recommendations from the local authority  |

**Aim 3 – To improve the delivery of information to all pupils and parents**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Targets**  |  | **Strategies**  | **Time Scale**  | **Responsibility**  | **Success Criteria**  |
| To ensure SEN children are well supported in school and their parents/carers are regularly updated with their progress   |      | Learning plan review evening termly SEN children each have a learning plan with short term targets. Staff use Showbie app to to record evidence towards targets and share with parents Parent and pupil SEN questionnaire  SEN transition meetings at the end of the summer term Development of SEN school council to encourage all learners to participate in wider school life | Ongoing | HT DHT SENDCoHub SENDCoFSWAll Staff   | SEN children to be well supported in school and parents/carers to be regularly informed  |
| To enable improved access to written information for pupils, parents and visitors especially those with EAL- English as an Additional Language    |     | Making sure the website is user friendly Information for parents/carers with EAL to have important documents photocopied on red paper if it is a letter that needs responding to ASAP Green if it is information we are sharing but no reply is needed. Paper copies will always be available  | Ongoing  | HT DHT Office staffAll Staff  | All pupils, visitors and parents to access written material in and around school  |
|  |   | Inventry System to sign in pupils will be available in languages other than English  |  |  |  |
| To ensure the school website is compliant with all documents in line with SEND and Equality  |    | To ensure all policies and documents are regularly updated when changes take place Policies reviewed in line with ATLP  | Ongoing | HT DHT SENDCOStrategic lead  | Website compliant  |