

Belmont Cheveley Park Primary School



Accessibility Plan 2024 - 2027

Last updated: April 2024

Review date: April 2027

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	8
5. Links with other policies.....	9

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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 disabled pupils

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.

This Accessibility Plan has been drawn up in consultation with the Local Authority, children, parents, regular visitors, staff and governors of the school.

We are committed to providing a fully accessible environment which values and includes all children, 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. Belmont Cheveley Park Primary School plans, over time, to increase the accessibility of provision for all children, staff and visitors to the school.

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 are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

The school will work in partnership with the LA in developing and implementing this Accessibility Plan. OFSTED, as part of their inspection cycle, will monitor the Accessibility 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Short term				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with nursery providers to review potential intake for September 2024	Admissions questionnaire gathers information regarding children with a disability with health conditions To identify pupils who may need additional to or different from provision for September 2023 intake	Yearly: July 2024 July 2025 July 2026	HT EYFS lead Nursery manager SENDCo HT's PA	Procedures/equipment/ ideas set in place by September 2024
To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel Multi agency meetings where necessary To ensure those children who require an IHCP have one at the time of them starting school or as soon as their condition is diagnosed and that this is reviewed with parents and professionals regularly	Ongoing	HT/SENDCo Teachers TAs Outside agencies	Clear collaborative working approach. School represented at all necessary meetings
To ensure full access to the curriculum for all children	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> • A differentiated/adapted curriculum with alternatives offered • The use of Pre Key Stage Standards to assist in developing learning opportunities for children and also in assessing progress in different subjects • The use of PIVATS to track progress for EMP children • Strategies implemented to support SLCN informed by speech therapists • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas 	Ongoing	Teachers SENDCO EP Advice	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum. Any necessary equipment/ adaptations in place for children with physical difficulties

	<ul style="list-style-type: none"> • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy <p>Termly SEN plan review meetings held ensuring children access the curriculum at an appropriate level with the help of SMART targets</p> <p>Yearly hand-up meetings held in the summer term for children with SEN to ensure a smooth transition into their next class the following academic year</p> <p>Time given to all staff to complete a thorough handover of all children – identifying pupils who may need additional to, or different from, provision in September</p> <p>Where deemed necessary, children have a RA and/or PEEP in place</p> <p>All off-site educational visits are suitable for pupils who require a risk assessment/peep and staff choose inclusive places for visits</p>			
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT SENDCo All subject leaders	All policies clearly reflect inclusive practice and procedure
Medium term				
To finely review attainment and progress of all SEN pupils against curriculum expectations	SENDCo/Class teacher meetings/Pupil progress Termly meetings with parents	Termly	Class teachers SENDCo HT	Progress made towards EHCP/IHCP targets Provision mapping shows clear steps and progress made
To promote the involvement of disabled students in classroom discussions/activities	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)	Ongoing	Whole-school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms

To take account of variety of learning styles when teaching	<ul style="list-style-type: none"> • Wheelchair access • Auxiliary aids to be purchased when required • Refresher Ekklan training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons <p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</p>			Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
Long term				
To evaluate and review the above short and long term targets annually	See above	Annually	SLT Core curriculum subject leaders Governors	All children making sound progress from their starting points
To deliver findings to the Governing Body	Finance and Premises meetings Curriculum and Standards meetings	Annually Termly SEN Governor / SENDCo meetings	SENDCo SLT/SEN Governor	Governors fully informed about SEN provision and progress

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.

Short term				
Ensure visually stimulating environment for all children	Colourful, lively and accessible displays in classrooms and inviting role play areas	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained
Ensuring all with a disability are able to be involved.	Create appropriate support plans, including access needs if appropriate	Reviewed termly	Teaching and non-teaching staff	Enabling needs to be met where possible

	Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events			
To ensure that the medical needs of all pupils are met fully within the capability of the school. To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. children with severe asthma, epilepsy or mobility issues.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed Seek advice from relevant multi agencies to ensure school is meeting all health needs	Ongoing	DHT/HT/SENDCo TAs Outside agencies	Clear collaborative working approach School represented at all necessary meetings
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children Adopt a more proactive approach to identifying the access requirements of disabled parents and understand individual needs – ensuring access to info as required	Constantly reviewed	Whole staff	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
Long term				
Continue to develop playgrounds and facilities which could be suitable for all.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week	Ongoing	PSHE subject leader SLT	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.

Short term				
To ensure all children have access to the curriculum	Regular parental communication Individualised teaching strategies used for children who require them	Ongoing	All staff to be aware	All children able to access the curriculum

	Visual timetables, quiet areas and resources are available to support learning, language development and support the structure of the day			
Medium term				
To enable improved access to written information for pupils, parents and visitors.	<p>Information is collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher to read – not just YR • End of year class teacher meetings • Annual reviews • Support Plan meetings • Medical forms updated annually for all children • Personal health plans <p>Significant health problems – children's photos displayed on staffroom notice board and kitchen for Chartwells staff / info kept in separate file in staffroom (with parental consent)</p>	Termly	<p>Teachers</p> <p>Outside agencies</p> <p>SLT</p> <p>Office staff</p>	Each teacher/staff member aware of disabilities of children in their classes
Long term				
In school record system to be reviewed and improved where necessary.	Record keeping system to be reviewed.	Continual review and improvement	SLT	Effective communication of information about disabilities throughout school.

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 Chair of governors (Mr D Sayer), SENDCo (Mrs H Wright) and the Headteacher (Mrs A Goodwin)

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy