



Chalkwell Hall Infant School

Accessibility Plan

Approved by the Governing Body: Autumn 2024
Review date: Autumn 2027

Introduction

As a school we are committed to adhering to the Equality Act 2010 and providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual and cultural needs. 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. 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 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'. 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 policy complies with our funding agreement and articles of association.

Aims

The purpose of the plan is to:

- ***Increase the extent to which disabled pupils can participate in the curriculum*** – This includes 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 includes the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- ***Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided*** – This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- ***Improve the availability of accessible information to disabled pupils, staff, members of the school community and parents*** – Examples might include adaptations to information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe

Provision for children in the school community

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum in England, framework document, July 2014, which states that:

-Teachers should set high expectations for every pupil.

-Lessons should be planned to ensure that there are no barriers to every pupil achieving.

And:

-Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

The school also endorses the principles set out in the Special educational needs and disability code of practice, Chapter 6.12, Curriculum, which states that:

-Lessons should be planned to address the potential areas of difficulty and to remove barriers to pupil achievement.

By responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils, every pupil should be able to reach their full potential. We may seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments so that all pupils receive an exciting, challenging and personalised curriculum. The access needs of any prospective pupil with a diagnosed or undiagnosed, but suspected disability is gathered in early communications with parents and carers of children who are new to school by the SENCO. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Provision for Adults in the school community

Our commitment to being an inclusive community is extended to adult employees, parents and visitors. Alternative access is available by using the communication procedure of the bell on the external wall of the school, by the School Reception entrance. A member of the office staff will then accompany the person/s via the front gate, to the slope at the rear of the building. The school has 3 disabled toilets with 1 shower facility. There are ramps and step free access to the main building via the playground and most classrooms. As well as this, the dining hall has two ramps for access. Alternative arrangements will be made for any member of staff or pupil who has difficulty with the stairs to the Loft. Attention has been given to the provision of appropriate lighting throughout the school and correct height chairs and tables for both adults and pupils.

The school's commitment to an inclusive approach means that the needs of all individuals – pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual and cultural needs, will be addressed as they arise and all reasonable steps taken to meet them.

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

- a) **Improving Education & related activities** – The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the local NHS Trusts.
- b) **Improving the physical environment** – The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
- c) **Improving the provision of information** – The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Action Plan

Target	Strategies	Timeframe	What will success look like?
Ensure the curriculum is accessible for all learners	Check timetables/ resources/ seating plans are not a barrier to any individual or group's access to the curriculum Ensure children have access to the specialists they need to see in school Ensure the PE curriculum is adaptable for all Ensure all interventions and provision maps are reviewed effectively by teachers, and the SENCO to ensure all pupils make good progress	Ongoing	All children access all aspects of the curriculum Barriers to learning are removed for all learners
To ensure the school develops children's awareness of disability and diversity	Ensure there are learning resources (books etc.) that show positive examples of people with disabilities Include differences within our PSHE curriculum Ensure curriculum content reflects our diverse society Encourage visitors from within our community, to support our learners understanding on overcoming adversity, diversity and inclusion	Ongoing	Children are aware of the needs of others and are positive role models within society
Improve and Maintain Access to the Physical Environment	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	Reasonable adjustments have been made to ensure the physical environment is accessible to all learners All learners are able to navigate the physical environment successfully

	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed.		
Ensure that all reasonable steps are taken to meet the needs of adults within the school community	Correct lighting; correct height chairs Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible Create and offer information in alternative formats as appropriate. Provide pastoral support for those parents needing additional support e.g. through coffee mornings, inviting specialists Parent workshops provided to support parental engagement	Ongoing	All adults are able to carry out their roles and responsibilities Parents can access school documents and the school environment with ease Parents can fully support their children in their education.