



# Chester Blue Coat CE Primary School

## Accessibility Plan

Date policy last reviewed: January 2024

Signed by:



Headteacher

January 2024



Chair of governors

January 2024

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## Statement of intent

This plan outlines how Chester Blue Coat CE 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 (communication)).

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.

## **1. 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
- Admissions Policy
- Behaviour and Relationships Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## **2. 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 SENDCo 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.

### **3. 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**

Continually improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes.

All children have always had access to arrange of after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
To provide more staff training to meet special needs.	All staff trained in ADHD, Dyslexia, Zones of Regulation and ASC – actions in place following training	Outreach support with ADHD partners (Special Schools) to offer a variety of training events throughout the year. ELSA training for TA. EAL training to be provided by SENDCo Art Therapy provided as necessary Clicker word processing system implemented	All training to be arranged termly as needs arise	MH/SENDCo	All children able to access all areas of the curriculum and work towards attaining age related expectation
All pupils are able to access the curriculum and make good progress	Mental Health support myHappyMind Zones of Regulation	Commission partnerships where necessary e.g. Speech and Language, SEND provision	As required	MH/SENDCo	All children able to access all areas of the curriculum and work towards attaining age related expectation
All staff aware of curricular needs of individual pupils regarding specialist equipment.	Key staff aware of needs of children they work with and use current equipment or purchase new as necessary.	Training in specialist equipment for all once highlighted as needed. IT hardware or software installed as necessary.	INSET with whole staff as required.		All children able to access all areas of the curriculum and work towards attaining age related expectations
Ensure PE and Outdoor Learning (Forest School) continues to be accessible to all.	PE kits provided for all children and waterproofs and wellingtons for Forest School.	Liaise with external agencies and sports coaches regarding specialist equipment needed to include all pupils.	As required	MH/SENDCo	

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
All out of school activities planned to ensure, where reasonable, participation of all pupils.	Risk Assessments in place to include all children in school trips where possible.	Review all extra- curricular provision and out of school activities to ensure compliance with legislation.	Annual check for extra- curricular activities. Regular check via Evolve for out of school activities.	MH/ CW	
Increase access to the curriculum for pupils with a disability	Resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	Further develop specific adaptations to the wider curriculum, to ensure that all pupils access the same knowledge and skills.		MH/SENDCo	

## Physical Environment

Although Chester Blue Coat CE Primary School is relatively new, there is a need to develop building in the future and improve the facilities. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	Ensure that all access routes are accessible for all pupils	As funding available	MH/RW	All entrances will be accessible to all.
Ensure all disabled pupils can be safely evacuated.	Personal Emergency Evacuation plans in place for disabled pupils.	Ensure all staff aware of PEEPs. Staff trained in use of Evac chair – Evac Chair purchased for disabled pupils	As required at staff meetings	MH/RW/SENDCo	Safe evacuation for all when necessary
Maintain access for visually impaired	Two tones on all stairs and clear signs all around school.	Renew painting on outside steps regularly. Update signage around school as necessary	As necessary	MH/RW	All areas clearly accessed

## Communication

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

<b>Target</b>	<b>Current Good Practice</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Languages other than English to be visible around school	Welcome signs in various languages	As families are due to arrive in school with different languages signs are displayed to aid access and understanding EAL strategies implemented using scheme for language development	As required	SENDCo	All families feel welcome and have a clear understanding of school procedures
Information on website accessible to all.	Text can be translated for information on the website.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure prospectus information available on website.	Updated regularly	MH/SENDCo	Website to have very clear information that can be accessed by all people.
Information for parents / carers to be clear for all.	Information in newsletters and information letters is in clear print, translated where necessary and easily understandable.	School office / Family Support Team to help parents access school information and complete forms.	During induction/ Ongoing	MH/IT team/Family Support Team	Parents feel that they communication is effective.

Ensure all staff are aware of accessible formats.		Guidance provided to staff on dyslexia and accessible information. Children provided with appropriate materials.	Regular updates as necessary.	MH/SENDCo	Staff understand how to ensure written information can be equally accessed.
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### Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two storeys	N/A	N/A	N/A
Corridor access	Uneven flooring through the ground floor. Carpet is split in places. Tables in the corridor on the top floor.	Uneven floor neds to be taped in the interim to avoid tripping hazard. Carpet to be taped to avoid tripping hazard	Rob Wilson	March 2024
Lifts	One lift, central to the school.	Maintain lift for access	Rob Wilson	Ongoing (include lift maintenance in contract)
Parking bays	Volume of staff cars is high. Disable bays used regularly as limited space. Some	Encourage acceptable parking in safe areas.	Matthew Hover	Ongoing

	walkways blocked. No near misses in car park.			
Entrances	All entrances are clear and marked.	N/A	N/A	N/A
Ramps	All entrances on the ground floor have ramped access.	N/A	N/A	N/A
Toilets	At the time of the audit, the boys ground floor had a layer of water on it.	Check issue with plumbing in ground floor boys' toilet	Rob Wilson	March 2024
Reception area	This area is cluttered although not affecting access	Area needs to be cleared as first impressions are important.	Matthew Hover / Rob Wilson	March 2024
Internal signage	Clear and appropriate.	N/A	N/A	N/A
Emergency escape routes	Clear and appropriate.	Emergency call systems – uncertain if these are in operation – check.	Rob Wilson / Matthew Hover	March 2024

## Monitoring and review

This plan will be reviewed every three years and monitored on an annual basis by the governing board and headteacher. The next scheduled monitoring review date for this plan is [November 2024](#). The plan will be fully reviewed in [January 2027](#). Any changes to this plan will be communicated to all staff members and relevant stakeholders.