



Chilton Foliat CE VA Primary School

Accessibility Policy and Plan 2015 – 2018

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governing Body is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

1. This Accessibility Plan has been drawn up based on information provided by the Local Authority and with consideration to pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually by the Standards Committee, in respect of progress and outcomes. This plan reflects the new statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. Equality Objectives are linked to seven 'protected characteristics' which must be considered in schools: race, gender, special educational needs (SEN) & disability, religion & belief, language, sexual orientation and gender identity.

3. Chilton Foliat CE VA Primary School is committed to providing an environment that enables full curriculum access that 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 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 within the school.
4. The Chilton Foliat CE VA Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010). 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 the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. More detail will be included in the School Development & Improvement Plan.
6. Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Admissions Policy
 - Equality Information & Objectives
 - Health & Safety
 - Special Educational Needs Policy
 - Behaviour and Discipline Policy
 - School Development & Improvement Plan
 - School Premises Audits

- School Mission Statement and Vision Statement
- Safeguarding Policy
- Child Protection Policy
- Teaching & Learning Policy

8. 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. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. As policies are reviewed, accessibility, equality and diversity will continue to be considered. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The Accessibility Plan will be monitored by the Standards and the Premises Committees of the Governors.
11. The school will work in partnership with the local education authority and Diocese of Salisbury in developing and implementing this plan.
12. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Accessibility Action Plan 2015-2018

Actions	Approach	Outcome	Timeframe	Status
1. Equality & Inclusion				
Accessibility Plan and Equality Statement becomes annual agenda item at Governors Meetings	Clerk to Governors to add to list of required publication details and to include in first FGB agenda of each academic year.	Adherence to current legislation	Annually in September	Ongoing
Training to raise awareness of equality & disability issues – including the importance of verbal, visual and physical communication	Discuss with staff/governors to determine status of the school. Subject to outcome, provide training for governors, staff, pupils and parents	Whole school community aware of issues relating to access	Discussions to be held in Term 5.	Ongoing
Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to all pupils	Review policies with staff and governors – included in start of year TD days/staff & governor inductions	Policies reflect adherence to current legislation	Annual review – ongoing in policy reviews across all committees	Ongoing
2. Physical Environment				
Ensure that all areas of the school building and grounds are accessible for all children and adults and continue to improve the access of the physical environment to all	SEN lead to audit accessibility of school building and grounds. Premises Health & Safety Committee to check accessibility and then actions to be included in the SDIP based on the findings	Modifications needed will be made to the school building and grounds to facilitate ease of access for all	Accessibility Audit to be completed in Term 5. Actions to be included in SDIP and reviewed accordingly.	Ongoing
Ensure that any new build project is physically accessible for everyone	Project Manager appointed will ensure compliance with building regulations regarding accessibility	Any new construction will be fully accessible	Timing to be determined by when such work is undertaken – also to be included in SDIP	As required
3. Access to the Curriculum				
Ongoing monitoring of pupil data (including vulnerable groups) to ensure all are getting full curriculum entitlement needed to reach full potential of each	Head Teacher, teachers, SENCo, and Standards Committee to monitor progress. Introduce interventions as required. Engage appropriate agencies for support and resources as required.	All children meet or exceed national targets	Ongoing	Ongoing
Continue training for teachers and support staff on different aspects of SEN including differentiation when required, and reviewing TA deployment	SEN lead holds SEN surgeries (on a three weekly rota) to review the needs and progress of children with specific issues. Relevant training needs are identified for staff, and	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. This is an ongoing process, and expertise and needs (incl. schemes of work, aids	Three-weekly	Ongoing

	engagement with appropriate agencies as required.	and equipment, and curriculum materials) will change with time		
All out of school activities are planned to ensure the participation of the whole range of pupils	Review all out of school provision to ensure compliance with legislation	All out of school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements	As required	As required
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike	Review and implement a necessary, the preferred layout of furniture and specialist equipment to support the learning process on an individual class basis. E.g. for hearing impaired	Lessons will accommodate the needs of individual pupils	Review annually and ongoing	Ongoing
Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required	SENCo/Head Teacher will ensure appropriate testing and reports are provided in order to apply for access arrangement	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential	Ongoing	Ongoing
Successful transition of Reception pupils and pupils transitioning into KS3	Prepare pupils through school visits, staff visits to nurseries and activities in new context, with additional support as necessary	Successful transition into Reception and KS3	Summer Term	Ongoing
Improve curriculum content to promote positive images of disabled adults and children	To be confirmed	Children's attitudes and behavior reflect inclusive and equality values		
4. Written & Other Information				
Provide important communications to parents/guardians in alternative formats as required	The school will conduct an audit to ensure that communications are modified where necessary to meet individual needs (e.g. to hearing impaired).	School information continues to be available to all	Annually in September	Ongoing