CHILTON FOLIAT CofE VA PRIMARY SCHOOL

Our School Christian Vision

With thankfulness, courage and love,
we strive to improve heart and mind.

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a **thirst for knowledge**. This is delivered in a safe, thoughtful and nurturing environment promoting self-discipline, motivation and excellence in all that we do. We encourage strong partnerships and inclusive relationships amongst pupils, parents, carers, staff and the wider community. Our children leave Chilton Foliat Primary School with a deep understanding of the impact of living out our school Christian vision and values. As a result, they are well-rounded, confident and able to contribute positively to a wider community. They want to continue to **thirst for knowledge** and strive to improve **heart** and **mind** enjoying a diverse curriculum in their next educational setting.

ACCESSIBILITY POLICY AND PLAN 2024-2027

Date Reviewed	November 2024
Review Period	Annually/2 Yearly/Readopted/**Other**
Review Body	Headteacher, Resources Committee and other key personnel

Introduction

At Chilton Foliat CE VA Primary School we pride ourselves on our welcoming, inclusive and happy environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their potential, and to consider their time at the school as their own 'learning adventure'. By offering a broad and balanced curriculum with high expectations and high-quality learning opportunities, all children have every opportunity to achieve the highest of standards. The achievements, attitudes and well-being of all our children matter. We aim to treat all pupils fairly and with respect, providing access and opportunities for all pupils without discrimination. We promote an ethos of care and trust where every member of our school community feels they belong and are valued.

Aims

The aim of the Accessibility Plan is to provide a framework for integrating disability equality into school life, so as to reduce and eliminate barriers, to promote access to the curriculum and full participation in the school community for pupils, and prospective pupils, with a disability. This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. This outlines how we intend, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors:

- Increase the extent to which pupils with disabilities 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)
- 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 (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe).

The school has set the following priorities:

1) To provide safe access throughout the school for all school users, irrespective of their disability

2) To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailored to the requirements of individual needs
3) To provide training to all staff regarding the disability needs and how to provide assistance to enable them to enjoy the school experience as fully as possible

We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind, in line with **our published Equality Objective: *To seek out, appreciate and celebrate equality and diversity*.** This has been broken down into three parts:

- To maximise opportunities and achievements for all groups of pupils including gender, sexuality, race, religion, those with SEND or who are disadvantaged or vulnerable
- To provide a curriculum which promotes, inclusion, equality and diversity for all
- To increase understanding of and respect for religious/faith diversity (including people who do not have a faith) and to learn to promote tolerance and understanding.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Links with other policies

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

- Administering Medicine
- Behaviour Policy
- Equality and Diversity Policy (including Equality Information & Objectives)
- Health & Safety
- Risk Assessment Policy
- Safeguarding Policy
- School Development Plan
- SEND Policy and Information Report
- Principles and Practice of High-Quality Teaching

Monitoring Arrangements

As per best practice and DfE guidance, the school's SEN information report will refer to this accessibility plan, confirming the 3 aims above are being met.

Below is the Accessibility Action Plan showing how the school will address priorities identified in the policy. The implementation of this plan is monitored by the Headteacher and by governors, through both Standards and Resources committee meetings, to evaluate its implementation and effectiveness. This policy and plan will be reviewed by staff and governors every three years, or earlier if the need arises. This policy and plan will be promoted and implemented throughout the school on an ongoing basis.

Accessibility Action Plan 2024-2027

Increasing access for disabled pupils to the school curriculum

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 mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

Target	Action Required	Timeframe	Success Criteria
Ensure all pupils can participate in the school curriculum	Ensure SEND register reflects current pupils being supported and ensure Medical Register and Individual Care Plans are up-to-date. Make SEND and medical needs clear to staff. Meet with parents of children whose care plans/documentation needs updating. Curriculum progress is tracked for all pupils, including those with a disability.	Ongoing and as required	Documents are up-to-date

	Targets are set effectively and are appropriate for pupils with additional needs. These targets are held within an individual Learning Plan and are shared with all adults who are working in support. The curriculum is reviewed to make sure it meets the needs of all pupils.		
Continue training for teachers and support staff on different aspects of SEN including differentiation when required, and reviewing TA deployment	SENCo holds SENCO surgeries to review the needs and progress of children with specific issues (e.g. dyslexia). Relevant training needs are identified for staff, and engagement with appropriate agencies as required. Individual Learning Plans are reviewed as part of these meetings.	Every 6-8 weeks dependent on term dates	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 and equipment, and curriculum materials) will change with time and need.
Identify pupils who may need additional / different provision for September intakes and in-year transfers.	Effective communications with nurseries, pre-schools and previous schools to provide a quality transition.	Term 5/6 and as required	Transition for children from nurseries, pre-schools and other in-year transfers is smooth.
Ensure PE curriculum is accessible to all	Gather information on accessible PE and disability sports and seek opportunities for participation	As required	All to have access to PE and be able to excel.
All extra-curricular and out of school activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation.	Ongoing and as required	All out of school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements.

Provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of pupils in each class and provided equipment as needed. E.g. Special pencil grips, headphones, writing slopes etc.	Adaptive teaching practices are reviewed and implemented by class teachers.	Children will develop independent learning skills.
Ensure appropriate training for staff who teach/support pupils with a hearing or visual impairment	Seek support from appropriate agencies accordingly.	Ongoing	Hearing Impaired (HI) and visually impaired (VI) pupils successfully included in all aspects of school life
Access arrangements to meet individual needs when taking tests etc./assessments will be applied for, and support provided where required.	Headteacher together with the responsible class teacher will ensure appropriate testing and reports are provided in order to apply for access arrangements.		All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential
Successful transition of pupils transitioning into KS3	Prepare pupils through school visits and activities and extra-curricular events in new context, with additional support as necessary	KS2	Successful transition into KS3
Improve curriculum content to promote inclusion and positive images of disabled adults and children	Ensure staff and Subject Leaders are mindful of the curriculum content and images shared with children, ensuring literature selected and books in classroom libraries include content supporting inclusivity etc.	Ongoing	Children's attitudes and behaviour reflect inclusive and equality values

Improving access to the physical environment of the school

Chilton Foliat CE VA Primary School has continued to grow and develop. We have a wide range of equipment and resources available for day-to-day use and we keep resource provision under constant review. The school's improvement planning process (and the Resources Committee) is the vehicle for considering such needs on an annual/strategic basis.

Target	Action Required	Timeframe	Success Criteria
Classrooms are optimally organised and appropriate equipment is provided to promote the participation and independence of all pupils and adults alike.	The preferred layout of furniture and specialist equipment to support the learning process on an individual class basis. E.g. training in word processing skills through a variety of interactive apps. Specialist seating, sloping boards and footrests for pupils with physical problems. Coloured overlays/ worksheets for pupils with visual difficulty. Pencil grips for pupils with grip difficulty. Sensory aids, sit and move cushions.	Ongoing and implement as necessary.	Increased access to the curriculum and needs of all learners met.
Ensure all disabled pupils can be safely evacuated	Review emergency procedures in light of individual needs and ensure plans are in place as necessary. Ensure all fire escape routes are suitable for all.	Ongoing	All disabled pupils and staff are safe in the event of a fire.
Ensure that, where possible, the school building and grounds are accessible for all children and adults and	HT and SENCo to audit accessibility of school building and grounds in relation to pupil needs.	Ongoing	Modifications needed will be made to the school building and grounds to improve access as appropriate.

continue to improve the access of the physical environment to all.	Resources Committee to consider accessibility more generally, and recommendations to be included the strategic planning and SDP as budget allows.		
Ensure that building projects enable physical accessibility for everyone	Design will take account of current and future accessibility needs		Any new construction will improve access as appropriate.

Improving access and delivery of information

Much of this is covered in the plan section relating to access to the curriculum. The school also strives to meet the needs of other disabled members of the school community, and as such, the level of need must be understood, and the school will respond to changes in the range of need over time. Agencies and sources of such materials will be identified to be able to make the provision when required. The schools ICT infrastructure can also facilitate access to a range of materials supportive to need.

Target	Action Required	Timeframe	Success Criteria
To ensure that all parents and other members of the school community can access information as needed.	Work proactively with parents/guardians to identify how best to provide written information or alternative formats as necessary. (e.g. to hearing impaired). School office will support parents to access information and complete school forms (e.g. EAL families)	Ongoing	School information is available to all.
To ensure that parents who are unable to attend school due to accessibility issues	To work proactively with parents to identify how to ensure fair and equitable access	Ongoing	The school provides fair and equitable access to all parents.

have fair and equitable access.			