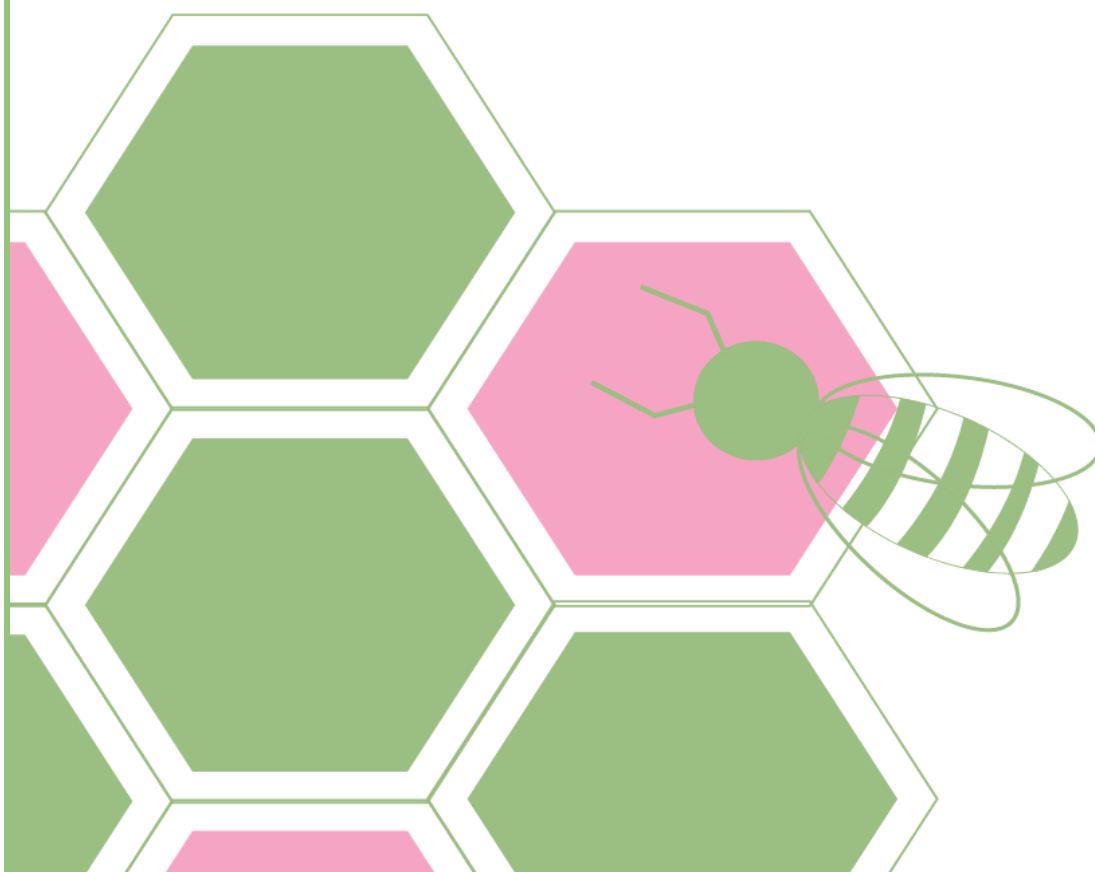


Accessibility Policy and action plan

CHAPEL BREAK INFANT SCHOOL

Building a culture of kindness, community, curiosity and excellence



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1. The Purpose of this Plan

This plan sets out how our school will increase access to education for disabled pupils in three key areas:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

Our school accessibility plan will be reviewed every three years and reported on annually.

2. What does accessibility and inclusion mean for our school?

We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- (a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not

- (b) Avoid segregating or stigmatising any users
- (c) Provisions for privacy, security and safety shall be equally available to all users
- (d) Ensure dignity in use for all users.

3. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

‘A physical or mental impairment which has a substantial and long term effect on a person’s ability to carry out normal day to day activities’.

Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

4. Information about our school

You can find out about our school on our website.

5. What we have in place to make our school accessible

The school is a one storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all. On-site car parking for staff and visitors includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available. All these are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

6. Challenges to accessibility that we want to address

We have no particular challenges to accessibility, however we have created the following action plan to review our practice.

7. Action Plan

	What we are doing	What will it mean for children	How we achieve this	Who is responsible for achieving it
1	Identify the access needs of disabled children through pre-school meetings	Increasing access for disabled pupils to the school curriculum Improving access to the physical environment of the school	A robust transition plan with preschools and parents. Meetings in the summer term with stakeholders. Additional visits to school to look at potential challenges that need to be removed before September (or the child's start date). Liaising with professionals and outside agencies.	Early Years Lead and Sendco
2	Identify the access needs of children, staff, governors and parents/ carers	Enhancing the support that can be provided to the children and adults	Children's needs including any potential barriers are identified in termly pupil progress meetings. Our Parental Advisor supports parents who might have additional needs to support them accessing forms and meetings. Our values promote kindness and community and we foster a close working relationship with stakeholders so that they can inform us of any difficulties	SLT
3	Focus on how we deliver information to disabled pupils and parents' to keep our plan consistent	Parents will be better informed	Policies should be easy to read or visual. One page policies can be developed to help stakeholders with learning difficulties or disabilities. Our policy are available	SLT subject leaders

			<p>electronically where they can be read out loud or size increased.</p> <p>Our parental support advisor can help parents engage with meetings or paperwork as needed.</p> <p>Pupil friendly policies should be developed to support pupils to understanding in a child friendly, visual way.</p> <p>signing and pictorial or symbols are used to support children.</p>	
4	All school visits and trips need to be accessible to all pupils	All pupils are able to access all school trips and take part in a range of activities	<p>SLT discussions with staff before trips to plan for children with needs/disabilities.</p> <p>Evolve risk assessment to include information about accessibility and adjustments that might be needed.</p> <p>Additional staff are used to support children who might have additional needs</p>	<p>SLT</p> <p>Class teachers</p>
5	Curriculum resources include examples of people with disabilities	Our differences are valued. There is visual representation to support children in understanding that disability need not be a barrier.	<p>We hold weekly assemblies where significant people are discussed.</p> <p>We ensure there is a balance here to show adults and children from all groups.</p> <p>Our planning protocol meetings, where we challenge each other's planning and offer support and advice always has a diversity focus. Subject leaders are encouraged to use a diversity lens in their monitoring of their subject</p>	<p>subject leaders</p> <p>SLT</p>
6	Develop outside resources and equipment that can be accessed	the school building is fully accessible but wheelchair users might struggle to use equipment	When purchasing resources or planning development of the playground a disability lens will be	<p>SLT</p> <p>Governors</p>

	by children in wheelchairs or walking frames	outside and access parts of the playground	applied to ensure that all resources can either be accessed by all or that there is a balance of resources for all users.	
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