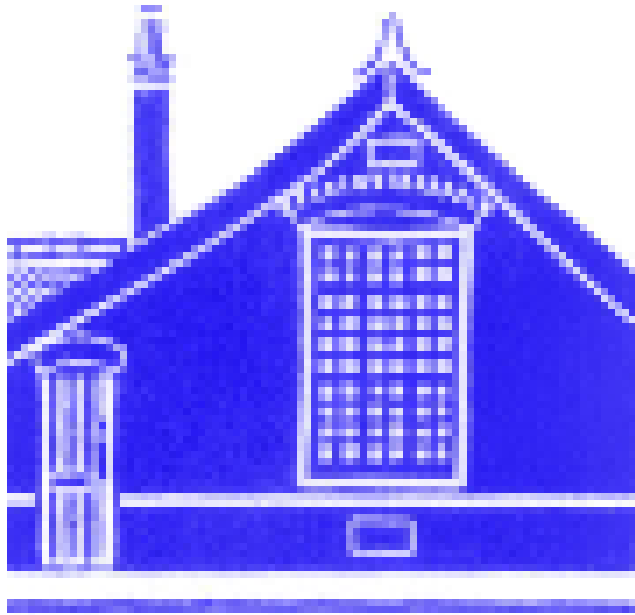


Chipping Hill Primary School



Accessibility Policy and Plan

Headteacher: Mrs A. Walker
Chair of Governors: Ms. K Butler

Chipping Hill Primary School 2025

Accessibility Policy and Plan

Date of Plan: 01/09/2025

Date of Review: 01/09/2028

Senior staff member responsible: Mrs Aimee Walker (HT).

This plan was drafted by the Headteacher then analysed, discussed and agreed by the Chair of Governors and teachers.

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.”

According to the Equality Act 2010 a person has a disability if:

- (a) He/she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is a statutory document and must be reviewed every three years and approved the governors.

The Accessibility Plan is developed in consultation with pupils, parents, staff, governors, outside agencies and consultants.

School Ethos, Vision & Values

At Chipping Hill Primary School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all pupils. We aim to meet every child's needs within mixed ability, full inclusive classes. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and

valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Areas of planning responsibilities:

- Increase access for disabled pupils to the school 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)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to 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

This Accessibility Plan should be read in conjunction with the following school policies and documents which can be accessed through the school office:

- Assessment Management Plan
- Single Equality Policy
- Health & Safety policy and action plan
- Special Needs policy
- Behaviour policy
- Learning & Teaching Policy
- School Prospectus
- Medicines policy
- *Individual curriculum policies*

The Accessibility Plan and Accessibility action plan will be published on the school website.

ACCESSIBILITY ACTION PLAN

Contextual Information

Our new school building opened to pupils in January 2012 with extension to include another form of entry in 2015. The school is entirely on the ground floor and entrance through all doors is without obstacles. The school has a disabled toilet facility and a hygiene room with a lifting bed in both buildings. These are fitted with a handrail and a pull emergency cord.

There is an induction loop in the Community Room and main hall. There is a low level push button door release for the front door of both school buildings. There is a low level

counter to the Reception window and low level Reception desk inside the entrance of the school. The school has internal emergency signage and escape routes are clearly marked.

There are three disabled parking bays in the carpark and drop kerbs to ensure easy access along pathways to the building.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. During our admission tours we invite parents to advise our SENCO of any concerns or relevant information they may have with regards to supporting their child. Upon gaining a place at the school we ensure during induction sessions that opportunities are provided for parents/carers to talk to the SENCO, Reception team and/or the HT/DHT if they have any information which would help the school to support their child or them to ensure that they, as a family, are able to fully participate in the school. Home visits to all new Reception children are undertaken at the beginning of September. A member of the Reception team will visit or make contact with all the pre-schools/Nurseries which our incoming Reception children attend.

For parents and carers of pupils already in the school, we collect information on disability through our 'open door policy' and through parent meetings.

Physical Environment

Disabled pupils are able to access all areas of the school building.

Curriculum

Currently all our disabled pupils are able to access the school curriculum, however some need one to one support to access successfully.

Disabled pupils participate in extra-curricular activities, including Wide Awake Club and Super Supper Club. All pupils participate in school visits, including the Y6 residential.

The school has purchased a set of six iPads to support pupils. The SENCO and SENCO Assistant have attended training focussed on using these devices to support learning and have purchased Apps to engage the pupils and challenge and extend them.

Individual transition arrangements are organised and led by the EYs teacher and SENCO from the preschool environment; individual transition arrangements are led by SENCO into the Senior School environment.

Information

We endeavour to form a very close relationship with our parents and carers, providing them with the information they require in a format that is suitable. We meet with parents and pupils on an individual basis to ensure that we are supporting them with access to school information and necessary information outside of the school environment.

CHIPPING HILL PRIMARY SCHOOL ACCESSIBILITY ACTION PLAN

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

Target	Action Needed	Responsible Person (s)	Timescale	Measurable Impact
Review all statutory policies to ensure that they reflect inclusive practice and procedures	As policies come up for review ensure that they comply with the Equality Act 2010	HT/SLT	On-going	All policies clearly reflect inclusive practice and procedures
Review the attainment and progress for all disabled pupils	Separate and analyse tracking data e.g. half termly Sonar data, half termly assessments, on-going classroom assessments, school attendance, attendance in clubs, inclusion in extra-curricular events, inclusion in special in-school events e.g. G&T; roles of responsibility e.g. school councillor; by impairment.	Headteacher Senior Leadership Team SENCO	On-going	Disabled children are achieving targets in class and as part of their one plans/care programme. All staff are aware of targets and involved in providing the necessary support mechanisms for each child to achieve their full potential.

All staff develop skills to support pupils in the school with disabilities	Specific training organised for staff as necessary e.g. dyslexia; improving access to the curriculum – subject leader awareness; improve communication between all members of staff; all information/training to be cascaded to other members of staff.	SENCO and SENCO Assistant	On-going	Staff expertise if fully utilised; communication between all members of staff is effective; staff trained to support individual children's needs; raised staff confidence in strategies for differentiation and increased pupil participation.
Use ICT software to support learning	Make sure software installed where needed; ensure named pupils have access to iPads; review recommended Apps; training of LSAs to support access.	SENCO and SENCO Assistant/IT subject leaders	As required	Wider use of iPads and software within the classrooms; LSAs confident with software.
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible; ensure each new venue is vetted for appropriateness	HT/EVC	As required	All pupils in school are able to access all educational visits and take part in a range of activities.
Review PE/Sports curriculum to ensure PE/Sports accessible to all	Gather information on accessible PE and disability sports; utilise Sports Premium; ensure after school sports club leaders have adequate support and training to ensure that all pupils are able	PE/Subject teachers/SENCO	As required	All pupils have access to PE/Sports, including extra-curricular clubs.

	to participate; seek disabled sports people to come into school.			
Promote positive pupil attitudes towards disability	Use a range of opportunities to provide disabled role models (child and adult); promote positive images; encourage disabled visitors/groups into school; collect for disability charities; liaise with Southview Special School; liaise with external agencies.	SENCO/SLT	On-going	To ensure that disabled pupils and parents are not discriminated against. Teach pupils to be tolerant and understanding.

CHIPPING HILL PRIMARY SCHOOL ACCESSIBILITY ACTION PLAN

Aim 2: To improve access to the physical environment of the school

Target	Action Needed	Responsible Person (s)	Timescale	Measurable Impact
Ensure any adaptations/extension meets the requirements for disabled access and usage	The school will work with ECC, the architects and builders on the detailed plans for the new school building and extension ensuring due consideration for disabled usage and DDA compliance.	HT	On-going/ as required	The access needs of disabled pupils, staff, parents/carers, governors and visitors are met.
Meet the needs of disabled families and disabled members of the	Add a sentence to invitations requesting that anyone who has	Pupil Administrator /Receptionist	On-going	Where we have been alerted to people with a specific need we

local community who access the school premises for special events	a specific need should contact the office. All risk assessments for school events to take account of the possibility of disabled people attending.	HT, class teachers and Friends Group		are able to demonstrate reasonable adjustments have been put into place.
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Ensure all staff are aware of the content of the PEEPs and fully understand their responsibilities.	SENCO	As required	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure that the medical needs of all pupils are met fully within the capability of the school	Communicate with parents/carers, liaise with external agencies – especially health, identify training needs and establish individual protocols as needed.	HT	Reviewed constantly	Needs met where possible

CHIPPING HILL PRIMARY SCHOOL ACCESSIBILITY ACTION PLAN

Aim 3: To improve the delivery of written information to disabled pupils and their families

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.

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. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Target	Action Needed	Responsible Person (s)	Timescale	Measurable Impact
Enable improved access to written information for pupils, parents and visitors	Audit signage around the school to ensure that it is accessible to all. Audit school library books and school reading scheme books to ensure the availability of large font and easy read texts. Liaise closely with parents and sensitively enquire as to need during induction, parents meetings and through questionnaires.	HT/Premises governor English subject leaders SENCO/class teachers	As required	Signage is clear and accessible to all All pupils are able to access school reading materials successfully. Parents/carers have the access they require to written information.

Review information to parents/carers to ensure it is accessible	Liaise with parents during induction to find out whether parents require support; provide information in clear print. School office will support and help parents to access information and complete school forms.	HT/office staff	As required	All parents/carers receive information in a form that they can access
Develop a voice for disabled pupils	Improve and implement Talking Mats/child friendly one plan review formats for all disabled pupils; Personalise end of year questionnaire for disabled pupils.	SENCO	On-going	Analysis of Talking Mat and questionnaire – indication of barriers caused by impairment; one plans, if necessary, amended following dialogue with pupil; measurement of child enjoying school life. Child demonstrates good self-esteem and confidence.
Develop a voice for parents/carers and the local community	Through regular dialogue with parents/carers of disabled pupils gauge opinions on the school's level of support provision. Gather feedback from disabled parents/carers and the disabled local community who come into the school through oral feedback or questionnaires.	HT/SENCO	On-going	New targets are set as needed following comments to improve provision from parents/carers/local community.