

Accessibility Plan

The equality duty (Equality Act 2010) extends to all those with protected characteristics. This makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment

General Equality Duty

At Chuckery Primary School we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with stake holders and covers the period from September 2022 – September 2025.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- 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 and expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum and wider provision such as after school activities and school trips.
- Improve the **delivery of written information** to pupils with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events.

ACCESSIBILITY PLANNING OBJECTIVES

SEPTEMBER 2022-2025

1) Improving Curriculum Access

Objectives	Actions		Outcome	Dates
	How	Who		
For staff to be able to recognise and support children with a range of specific needs.	Training arranged to meet needs of children with dyslexia, ASD, working memory & processing skills	SENCO ASD lead	Increase in staff confidence and understanding to meet the needs of learners.	From September 2022
	All staff trained in QFT for SEND/Inclusive classroom	SENCO, 17 th October 2022.	Staff are effectively meeting the needs of a range of all pupils as evidenced by tracking data, pupil progress meetings, SEND reviews, observations.	17 th October 2022
	LSA training/ refresh training in interventions and specific interventions	15 th March 2023	Staff trained to deliver and record impact of general interventions such as precision teaching or specific interventions eg Therapy putty, Plus 1 maths coaching system	ongoing
	Alternative curriculum provision/ specific equipment for children with specific needs that anticipate future needs	VI/ HI sensory team Other professionals eg OT School librarian	Anticipating future needs of pupils with support from other professionals eg touch typing, developing cane skills, Braille, use of electronic magnifiers in class for VI children	
	VI children to have access to school library and specific events such as World Book day		VI section in library – large print books, sensory books, audio books	
			Vi children have large print books specific to their print size recommendations or brailled books for World Book Day	

<p>All out of school activities are planned to ensure participation of the whole range of pupils.</p>	<p>All trips planned at least 6 weeks in advance including liaison with or pre visit to venue.</p> <p>Risk assessments completed for all children with additional needs to ensure access.</p> <p>Access to provision supported and planned for pre trip to remove barriers to learning as far as possible for identified SEND children eg pre teaching key vocabulary, pre teaching environment to VI pupils and Autistic children . Visual timeline for experience.</p> <p>Parental participation in experience as part of home/ school partnership of high needs pupils</p>	<p>Class teachers with Outdoor Education Leader.</p> <p>SENCO</p>	<p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p> <p>Pre teaching and adaptations to provision on the day will support SEND children to maximise access to / learning from out of school activities.</p> <p>Parental participation in activity will enable learning to continue in the home environment</p>	<p>September 2022</p> <p>ongoing</p>
<p>High needs areas developed and provision planned to enable access and progression</p>	<p>High needs rooms established in EYFS environment, year one additional area and specific high needs room.</p> <p>Timetable of staff and peer access to high needs area and class environment</p> <p>Specific learning programmes developed to meet specific high needs including attention autism, early developmental skills</p> <p>Staff will be supported to deliver provision</p> <p>Alternative assessment established to track progress and impact of provision</p> <p>Constant review of provision to adapt as part of initial setting up process and changing needs of pupils</p>	<p>SENCO</p> <p>ASD lead</p>	<p>High needs areas will be established and timetables in place</p> <p>Specific learning programmes will be developed and are developing</p> <p>Staff delivering programmes will be trained and peer supported by Autism lead</p> <p>Review of provision will enable adaptations to be implemented</p> <p>Alternative assessments will be reflected on school tracking system</p>	<p>September 2022 onwards</p> <p>ongoing</p>

2) Improving the physical environment

Objectives	Actions		Outcome	Dates
	How	Who		
For classrooms to be optimally organised to promote the participation and independence of all pupils	<p>Environment audits to ensure physical factors in the classroom environment support learning for all children considering demographics of each class.</p> <p>Risk assessments for children with specific needs.</p>	<p>Inclusion Team</p> <p>Other professionals including VI/HI/OT</p>	<p>Furniture is arranged to best effect for different activities.</p> <p>Visual timetables in all classrooms. Individual timetables</p> <p>Working walls are organised to support children's learning and independence.</p> <p>There is adequate space for movement.</p> <p>Equipment and materials are clearly labelled and are easily accessible</p> <p>Students with additional needs have adequate personal workspace eg for specific equipment</p> <p>Students with sensory difficulties have access to the curriculum through specialist equipment and/or support as necessary.</p> <p>Risk assessments in place for identified children.</p>	<p>Termly monitoring and ongoing support as needed.</p>
For the school environment to be accessible for all children with VI needs	<p>VI team to audit the school environment with regard to mobility and learning as part of transition process.</p>	<p>VI team</p>	<p>VI children have access to the environment enabling them to be as independent as possible, making the best use of their vision. Recommendations from audit implemented.</p>	<p>September 2022 and as part of transition or new to school</p>
Accessibility toilets and specific medical room requirements reviewed as part of	<p>Current medical room to be set up to meet needs of individual child</p> <ul style="list-style-type: none"> - Equipment moved - Digilock on door - First aid room set up in 'end' classroom 	<p>Finance Facilities Manager</p>	<p>Child with Butterfly Skin will be able to have a dedicated room for treatment</p> <p>There will be an allocated area for first aid and for the rest of the school</p>	<p>April 2023</p>

3) Improving the availability of accessible information

Objectives	Actions		Outcome	Dates
	How	Who		
To enable access to information for parents bringing all engagement systems and apps in one place	<p>Reviewing current access and introducing a new system to improve school communication.</p> <p>IT manager to liaise with Weduc to develop a translate button.</p> <p>Currently the range of languages spoken by staff enable us to support and communicate with EAL parents.</p>	<p>SLT</p> <p>ICT manager</p>	<p>Weduc will be introduced to parents and staff.</p> <p>Can target communication by class, year group or custom groups and monitor. Track responses and retarget those who have not responded.</p> <p>Share news on the app, website and social media.</p> <p>EAL parents will access information in home language.</p>	<p>September 2022 and ongoing</p>