



## Accessibility Plan

At Cheslyn Hay Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 or 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 structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.



## Objectives

Cheslyn Hay 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Cheslyn Hay Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.



The Cheslyn Hay Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. 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.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. 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.



The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved \_\_\_\_\_

Date \_\_\_\_\_

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**



## ACCESSIBILITY PLAN 2009 - 2016

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
First Aid room	Feedback from staff re: efficiency of room, reporting accidents etc	All classrooms accessible to visually impaired pupil.	Autumn term 2009	Medical room re decorated Resources purchased - checked by H&S audit Jan 2010 Accident books clearly stored Resources clearly stored Systems in place and checked by HT <b>(ACHIEVED NOVEMBER 2009)</b>
Blinds - KS1 Blinds - area outside music room	Feedback from staff	Enhanced environment	October 2009	All pupils able to see interactive board clearly <b>(ACHIEVED NOVEMBER 2009)</b>
Policy for changing (policy and practice) Update	Feedback from weekly TA/ESA meetings and audit of resources	Changing equipment/resources available in two areas of school.	Autumn term 2009	Easy access to changing materials for all staff, including LSA. System more effective. <b>(COMPLETED AUTUMN TERM 2009 - FS)</b>
Reviewing toileting needs in FS and KS1	Feedback from FS Advice from LA Install toileting programmes and nappy bin in EFS	Systems in place to support vulnerable pupils.	Autumn term 2009 <b>(COMPLETED)</b>	Staff/systems updated and in place. System recognised by LA.

Disabled parking space	Advice from LA	New ramp/exit on new cloakroom extension	Spring term 2011	All pupils/parents/carers/visitors able to access/exit school premises. <b>(COMPLETED FRONT OF SCHOOL - AUGUST 2011)</b>
Replace inadequate flooring throughout school	Advice from LA	New flooring in all cloakroom areas Improved flooring in main entrance way and main offices	Autumn term 2009	Pupils and staff able to move safely around school Improved facilities for all pupils re: cloakrooms All damaged and inadequate flooring replaced and carpeted. <b>(COMPLETED IN ALL CLOAKROOM AREAS - September 2010)</b>
Remodel fencing to ensure that school is secure and pupils safe	Budget to reflect need	Every area of school will be fully secure	Begin September 2009	Overall accessibility improved. <b>FENCING AT SIDE AND REAR OF SCHOOL COMPLETED SEPTEMBER 2009)</b> <b>(FENCING TO REAR OF TYRE PARK COMPLETED August 2010)</b>
Enhanced provision in Foundation stage  Continued provision in year 1  Independent activities in year 2 - modelled on FS	Ensure that all barriers for access to provision are removed and systems/strategies in place to be able to support all pupil groups. Areas resourced and equipped to enhance staff expertise	Identified support in place: Comic Club Construction club Support for basic skills	July 2010 July 2011	See SDP for 2009 - 2010 and further development for 2010 - 2011 <b>(INTERNAL DEVELOPMENT COMPLETED JULY 2010)</b>  <b>(ACHIEVED JULY 2010 - resources purchased from early excellence centre)</b>

Improvements to tyre park area, internal quads - ensuring that the site is safe and secure	Liaise with LA, grounds maintenance	Area accessible to all pupils	Completed by July 2010	Impact on the curriculum for all pupils Improved outdoor provision for all pupils <b>(INTERNAL QUADS COMPLETED APRIL 2010)</b>
Updated risk assessment reports created by identified staff	Staff review risk assessments, site and DDA scheme	Updated risk assessments for all areas of school	Begin September 2009	Risk assessments in place but on going as developments take place. Risk Assessments located in rooms around school and in HT office <b>(ACHIEVED BY MARCH 2010)</b>
Signage to KS1 and KS2 entrance doors	New signs to outside doors	Easier access for parents/carers and pupils	In place September 2 2010	<b>(COMPLETED AUGUST 2010)</b>
Year 3 and 4 cloakroom areas	New flooring New coat pegs and storage Decoration	Updated cloaks and improved flooring	Begin Autumn term 2010	<b>(COMPLETED JULY 2010)</b>
Windows (playground side)			In place by July 2011	<b>(COMPLETED AUGUST 2011 - funded by LA)</b>
Roof repairs (3/4 of roof)			May - August 2011	<b>(COMPLETED JULY 2011)</b>
Flooring in music room and SEN, nurture rooms			Music room refurbishment	<b>Decoration and carpeting completed July 2011</b> <b>(New storage cupboard completed May 2011)</b>
Internal Doors		Improved access and security to offices, staffroom etc	September 2011	<b>(Office, HT office, staffroom, top corridor ACHIEVED JUNE 2011)</b>
Front Area of School		Additional parking and disabled parking	September 2011 £25,000 (LA funded) £5,000 - school budget	<b>(COMPLETED AUGUST 2011)</b>

'Every Child Matters - Every Day Counts.'

Review premises re: pupils with physical needs	Put a transition plan in place Visits to and from setting Liaison with parents/carers Risk Assessment TA support in place	A smooth transition from setting SEND need addressed and all systems and strategies in place. Risk assessment completed Parents clear about provision and support from Early years leader.	Spring term	<b>COMPLETED APRIL 2012</b>
			Spring term	<b>COMPLETED APRIL 2012</b>
			27.4.12	<b>COMPLETED APRIL 2012</b>
			23.4.12	<b>COMPLETED APRIL 2012</b>
Pupils with medical needs	Work with outside agencies on transition and care plans	Adult support for personal care - toileting Risk assessments within setting and in disabled toilet Purchase resources	1.9.12	<b>Suitable table for lunchtime COMPLETED JULY 2012</b>
			Begin planning June 2012	<b>Risk Assessments COMPLETED JULY 2012</b>
				<b>Disabled toilet and changing facilities COMPLETED JULY 2012</b>
Pupil led Risk Assessments	JW discuss 'risk assessments' with pupils and identify areas	Evidence of pupil voice	Begin April 2012	<b>COMPLETED JULY 2014 by year 6 pupils</b>