

Chilmark and Fonthill Bishop Church of England Aided Primary School

School Accessibility Plan

Mission Statement: We live and learn with faith and love

Ratified by FGB: February 2017

Next review due: February 2020

The SEN and Disability Act 2001 (SENDA) amended Part 4 of the Disability Discrimination Act 1995 (DDA). New duties were given to the LA and schools in relation to those disabled pupils currently on roll and to prospective pupils.

The plan details the school's intentions to enable access for disabled pupils to three 'key areas':

- The buildings
- The curriculum
- Information

Identifying Barriers to Access

Appendix A – Physical Access

This section has been adapted from **Accessible Schools: Planning to increase access to schools for disabled pupils DfES 2002.**

Statement	Evidence	Action Required
The layout of areas allows access for all pupils:- Academic areas: classrooms, hall, library Sporting Areas: hall, playground, outdoor sporting facilities Social areas: dining hall, reception Play areas: playground and grass Cottage Area: music room	All accessible All accessible All accessible All accessible Accessible but narrow	Regular review by premises committee
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps but the cottage corridor is narrow	Accessible doorways are available	Regular review of premises by premises committee
Toilet facilities have sufficient room to accommodate a hoist or wheelchair if needed.	Disabled toilet has sufficient room	None
Pathways around school are safe and well	All accessible	Regular review of

signed. Parking arrangements are logical and safe	Special parking arrangements could be provided for a disabled child or adult	premises by premises committee
Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy	Signage is good	None
All areas are well lit	Good lighting	None
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Background noise is minimal	Regular review of premises by premises committee
Furniture and equipment selected, adjusted and located appropriately, e.g., height adjustable tables are available, low level sinks etc	All sinks are low level. We do not have any height adjustable furniture at present but would purchase as necessary	Regular review of premises by premises committee Purchase height adjustable furniture if the need arises.

Appendix B – Curriculum Access

This section has been adapted from **Accessible Schools: Planning to increase access to schools for disabled pupils DfES 2002.**

Statement	Evidence	Action Required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	<p>Raised awareness of the curriculum needs of pupils with whole staff for:</p> <p>Autistic spectrum disorder, Language and communication disorders.</p> <p>Staff have had training for dyscalculia, dyslexia and some social skills training</p>	<p>Training may be needed for:</p> <p>Severe learning difficulties</p> <p>Physical disability</p> <p>Visual impairment</p> <p>Hearing impairment</p>
Classrooms are optimally organised for disabled pupils	Classrooms could be re-organised to meet the needs of any disabled pupils	

Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	Lessons are differentiated - see lesson plans	
All pupils are encouraged to take part in music, drama and physical activities	Opportunities are open to all	
Staff recognise and plan for the additional time and effort needed by some disabled pupils, e.g., lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Speed read and speed spell is used to help pupils to get faster and teachers are aware of extra time needed	
All staff plan for additional time required by some pupils to use equipment	They would if pupils needed extra time	
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. exercises in PE	They would if pupils needed alternative experiences	
ICT equipment has been fitted with additional software/ hardware to allow access for disabled pupils	Some good SEN software e.g. Clicker	
School visits are accessible to all pupils, regardless of attainment or impairment	So far all school visits have been accessible for our pupils but we would review according to the needs of the pupils	Ensure school visits are accessible for all pupils
All staff have high expectations for all pupils	Target setting, Behaviour, Challenges	
All staff strive to remove barriers to learning and participation	Good relationships	

Appendix C – Access to Information

This section has been adapted from **Accessible Schools: Planning to increase access to schools for disabled pupils DfES 2002.**

It is intended to assist schools in auditing existing provision and access. It is not exhaustive but should encourage a flexible approach to questioning the accessibility of your school.

Statement	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a	Staff aware of this policy	

hearing impaired learner.		
All written communication follows an agreed house style using an appropriate font and size, e.g., Arial size 11 or 12 or larger	Staff aware of this policy	
The school liases with LA support services and other agencies to provide information in simple, clear language, symbols, and large print or in Braille for pupils/ parents and carers who may have difficulty with the standard printed format.	Staff aware of this policy but have not needed to implement it	
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g., by reading aloud, using overhead projectors/ PowerPoint presentations etc	Staff aware of this policy	Increase access to the curriculum through specialised support for pupils with speech and language difficulties

Linked policy documents and information sections in school prospectus and staff handbook (for example, curriculum/ T&L/ Assessment/ Admissions/ SEN/ Inclusion/ Equalities Statement / Behaviour/ Child Protection / PSHE and Citizenship)

- In drawing up the Access Plan the following were consulted:
 - Full governing body/ SEN governor
 - Teaching staff and SENCO
 - Parents
 - School council