

# Chilmark and Fonthill Bishop Church of England Aided Primary School

## School Accessibility Plan

**Mission Statement:** We live and learn with faith and love

Drafted: Autumn 2007

Ratified by FGB: January 2008

Reviewed: September 2016, 2017, 2022

Next review due: Summer 2025

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:-<br><br><b>Academic areas:</b> classrooms, hall, library<br><b>Sporting Areas:</b> hall, playground, outdoor sporting facilities<br><b>Social areas:</b> dining hall, reception<br><b>Play areas:</b> playground and grass<br><b>Cottage Area:</b> music room | All accessible<br>All accessible<br><br>All accessible<br>All accessible<br>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  | Accessible doorways are available   | Regular review of premises by premises |

|   |  |  |
|---|--|--|
| cottage corridor is narrow  |  | 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 signed.<br>Parking arrangements are logical and safe   | All accessible<br>Special parking arrangements could be provided for a disabled child or adult                     | Regular review of premises by premises committee   |
| Signs are uncomplicated, and unambiguous.<br>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<br>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 hearing impaired learner.   | Staff aware of this policy                                     |  |
| 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 liaises 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