Chalkwell Hall Infant School

Accessibility Plan

This plan was reviewed 9.3.18 and found to be relevant and up to date.
Introduction
As a school we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual and cultural needs.

Provision for children in the school community
The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum in England, framework document, July 2014, which states that:

*Teachers should set high expectations for every pupil.*

*Lessons should be planned to ensure that there are no barriers to every pupil achieving.*

And:

*Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.*

The school also endorses the principles set out in the Special educational needs and disability code of practice, January 2015, Chapter 6.12, Curriculum, which states that:

*Lessons should be planned to address the potential areas of difficulty and to remove barriers to pupil achievement.*

By responding to pupils’ diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils, every pupil should be able to reach their full potential.
Provision for Adults in the school community

Our commitment to being an inclusive community is extended to adult employees, parents and visitors.

Alternative access is available by using the communication procedure of the bell on the external wall of the school, by the School Reception entrance. A member of the office staff will then accompany the person/s via the front gate, to the slope at the rear of the building.

The school has a disabled toilet in the main building, with shower facilities. There are a number of classrooms fitted with ramps: two demountable classrooms; one classroom in the main building with ramp access via the playground the Early Years classes next to the dining hall. When the dining hall was extended in 2014, a ramp was added to each fire exit to provide disabled access.

Alternative arrangements will be made for any member of staff or a pupil has difficulty with the stairs to the Inclusion Room and the Tree House.

The school now has laptops, ipads and notebooks which are used to provide ICT access on the ground floor.

Attention has been given to the provision of appropriate lighting throughout the school and correct height chairs and tables for both adults and pupils.

The school's commitment to an inclusive approach means that the needs of all individuals - pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual and cultural needs, will be addressed as they arise and all reasonable steps taken to meet them.

Drawing up an Action Plan
The 3 areas to be considered in this action plan are:

a) Improving Education & related activities
   The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Improving the physical environment
   The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Improving the provision of information
   The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.
<table>
<thead>
<tr>
<th>Short Term</th>
<th>Targets</th>
<th>Strategies</th>
<th>Outcome</th>
<th>Timeframe</th>
<th>Goals Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ensure parents/carers with visual disability have equal opportunity to access information from school</td>
<td>Highlight on all school documentation that goes to parents that it is available in larger print on request.</td>
<td>Weekly newsletter has a footer which states larger print available on request</td>
<td>Ongoing</td>
<td>The school reacts to the needs of both adults and children so that the curriculum and building is accessible.</td>
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<td></td>
<td>Ensure the curriculum can be accessed by all children</td>
<td>Check timetables and resources are not a barrier to any individual or group’s access to the curriculum</td>
<td>All children access all aspects of the curriculum.</td>
<td>Ongoing</td>
<td></td>
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<td></td>
<td>Any redecorating work within the school is sympathetic to the visually impaired</td>
<td>School adopts same colour scheme throughout</td>
<td>The school decorates in a way that is sympathetic to the VI.</td>
<td>As required</td>
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<td></td>
<td>Ensure that all reasonable steps are taken to meet the needs of adults within the school community.</td>
<td>Correct lighting; correct height chairs; resources being carried to/from the ICT suite.</td>
<td>All adults are able to carry out their roles and responsibilities.</td>
<td>As required</td>
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<td>Medium Term</td>
<td>To ensure the school develops children’s awareness of disability.</td>
<td>Ensure there are some learning resources (books etc.) that show positive examples of people with disabilities in a positive light.</td>
<td>When needed, the school provides written materials in alternative formats</td>
<td>As required</td>
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<td></td>
<td>Invite people with disabilities into school</td>
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<td>FromSept.2013</td>
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<td>Long Term</td>
<td>Use opportunities to show people with disabilities in a positive light i.e. paralympians</td>
<td>On going</td>
<td>Summer 2014 – the dining hall was extended and ramp access added to both entrances on to the main playground.</td>
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<td>Any future plans for further development of the building take DDA issues in to account.</td>
<td>Work with LA and architects when planning modernisations.</td>
<td>Where it can be reasonably achieved, the school building continues to be accessible for all.</td>
<td>As required</td>
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