



# **Chestnut Lane School**

## **Accessibility Policy and Plan**

June 2017

Next review: June 2018

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan. This policy should be read in conjunction with the school's Equal Opportunities policy and, where appropriate, our School Improvement Plan, our SEN Local Offer and SEN policy.

### **Definition of Disability**

Disability is defined by the Equality Act 2010 as:

“You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a substantial and long term negative effect on your ability to do normal daily activities.”

### **Objectives**

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Chestnut Lane School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school for pupils, staff, parents and visitors, and provision of physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils. This covers teaching and learning as well as access to the wider curriculum of the school such as participation in after-school clubs or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include newsletters, hand-outs, and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of

any one Accessibility Plan and therefore some items will roll forward into subsequent plans. A further Audit will be carried out prior to the end of each three year plan, in order to inform the development of a new Action Plan.

6. This Accessibility Policy and its associated plan will be published on the school's website.

7. The Accessibility Policy and associated Accessibility Plan will be approved by the Full Governing Body and will be monitored annually.

8. The Plan will be monitored by Ofsted as part of their inspection cycle.

9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. This will form part of each Accessibility Plan.

### Section 1 (How do we deliver the Curriculum?)

Question	Yes	No	Action
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	/		Relevant staff receive appropriate training. Refresher training is undertaken where appropriate.
Are our classrooms optimally organised for disabled pupils?	/		
Do lessons provide opportunities for all pupils to achieve?	/		
Are lessons responsive to pupil diversity?	/		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	/		
Are all pupils encouraged to take part in music, drama and physical activities?	/		With support if necessary
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example hearing impaired children?	/		
Do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?	/		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	/		

Do we provide access to computer technology appropriate for pupils with disabilities?	/		
Are school visits made accessible to all?	/		
Are there high expectations of all pupils?	/		
Do we seek to remove all barriers to learning and participation?	/		We are an inclusive school.

**Section 2 (Is our school designed to meet the needs of all pupils?)**

Question	Yes	No	Action
Does the size and layout of areas – including classrooms, assembly hall, dining room, library, etc allow access for all pupils?	/		
Can pupils who use wheelchairs move around the school without experiencing barriers to access caused by doorways, steps or toilets?	/		
Are the pathways around the school site and parking arrangements safe, logical and well signed?	/		
Are emergency and evacuation systems set up to inform all pupils, including alarms with both visual and auditory components?	/		
Are non visual guides used to assist people to use buildings?	/		

Are any of the signs or decors considered to be confusing or disorientating for children with visual impairment, autism or epilepsy?	/		
Are all areas well lit?	/		
Are steps made to reduce background noise for hearing impaired children?	/		
Is furniture and equipment selected, adjusted and located appropriately?	/		Reviews to be conducted as and when required.

### **Section 3 (How does the school deliver materials in other formats?)**

Question	Yes	No	Action
Do we provide information in simple language, symbols, large print, for pupils and families who may have difficulty with standard forms or printed information?	/		Where necessary.
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	/		Where necessary.
Do we have the facilities such as ICT to produce written information in different formats?	/		
Do we ensure that the staff are familiar with technology and practices developed to assist people with disabilities?	/		Training completed as required.