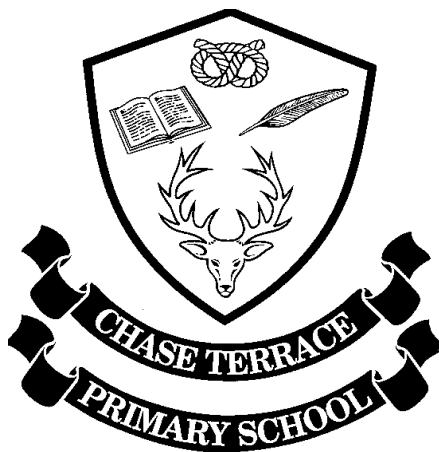


# Chase Terrace Primary School

## Accessibility Plan 2023-2026



Together we Learn  
Together we Aspire  
Together we Succeed

## Chase Terrace Primary School Accessibility Plan

<b>Person Responsible:</b>	<b>Headteacher</b>
<b>Approval Body:</b>	<b>Chair of Governors (using Chair's Power to Act) December 2023 Quality Of Education Committee November 2023</b>
<b>Date of approval:</b>	<b>Chair of Governors (using Chair's Power to Act) December 2023 Quality Of Education Committee December 2023</b>
<b>Review date:</b>	<b>December 2024</b>

### **Purpose of Plan**

The purpose of this plan is to show how Chase Terrace Primary School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

### **Definition of disability**

Under the Equality Act 2010, a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This definition may include learning difficulties, mental health needs, sensory impairment and long-term health conditions such as asthma, diabetes and epilepsy.

### **Key Aims**

To increase and eventually ensure for pupils with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

### **Principles**

- Compliance with the Equality Act 2010 is consistent with Chase Terrace Primary's aims, equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act 2010
  - 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

- In performing their duties governors have regard to the Equality Act 2010  
Our setting: -
  - recognises and values the pupil's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities
  - respects the parents' and child's right to confidentiality
- Our setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **Increasing access for disabled pupils to the school curriculum**

At Chase Terrace Primary School, we use our best endeavours to provide high quality teaching that is differentiated and personalised to meet the individual needs of children (SEND Code of Practice, 2015).

To achieve this, we: -

- Have a lead staff member responsible for SEND (Mrs Tina Powl)
- Use a range of inclusive teaching methods
- Use a range of resources and auxiliary aids to ensure children can be included in the curriculum i.e. ICT, coloured reading overlays, specialist pens and pencils and writing slopes.
- Support the inclusion and achievement of children and young people with disabilities, in education, leisure and cultural activities, school visits and after school clubs
- Provide staff training on SEND
- Support children and young people with disabilities with transition, exams and assessments
- Listen to children and young people and involve them and their parents and carers in the review of individual SEND plans
- Meet children and young people's individual needs, including learning, physical and medical needs by working with partner agencies and adopting the 'Graduated Response' of 'assess, plan, do and review' to understand needs
- Set ambitious targets for pupils on a SEND Support Plan which are reviewed termly with both pupils and parents
- Ensure children's outcomes are addressed and strategies implemented on individual's Education & Health Care Plans (EHCP)
- Provide appropriate interventions for pupils on a 1:1 and/or group basis
- Ensure teaching assistants have relevant training to be able to assist the children they support

- Ensure all children with SEND have a voice and are listened to regarding their school life through pupil conversations and questionnaires.
- Work with relevant professionals to ensure children's medical and physical needs are met, i.e. the Hearing and Visual Impairment Teams, Autism Inclusion Team, Educational Psychology Service, Speech & Language Service and the Early Years Forum to support pre-school children in nursery.

### **Improving access to the physical environment of the school**

It is Chase Terrace Primary School's duty to make 'reasonable adjustments' to make sure children with disabilities are not discriminated against (Equality Act 2010).

To achieve this, we: -

- Endeavour to ensure the school building and facilities are accessible for all i.e. ramps and wide doors and a marked space for car users who need to park close to the building
- Use suitable resources to meet a pupil's individual needs including sensory needs where appropriate i.e. auxiliary aids such as visual timetables and the use of interactive whiteboards in all classrooms
- Have toilet facilities suitable for physical and sight impaired users of our school
- Include the use of physical space to reduce the noise and distractions and providing quiet spaces for time out
- Follow a pathway for accessing funding for specialist equipment
- Make use of the 'Disability Access Fund' in our early years' setting
- Review mobility and access issues relating to the building each year at the Governors' resources committee

### **Improving the delivery of information to children with disabilities and their parents**

To achieve this, we: -

- Have an 'Accessibility Plan' and 'SEND Information Report' published on our school website
- Have a link to the SEND Local offer on our website
- Use the Graduated Response when meeting the needs of children with SEND, using the 'Assess, Plan, Do, Review' cycle to inform this
- Review Education & Health Care Plans (yearly) and SEND Support Plans (termly) with both children and parents
- Provide both accessible and alternative (where required) information for pupils and parents/carers i.e. large font, coloured paper

- Send a newsletter home regularly which is also available on the school website
- ClassDojo is used as a communication program to connect teachers and parents
- Provide parents' evenings twice yearly
- Provide information orally when required
- Provide interpreters and sign language interpreters (where required)

### **Medical Needs**

The Children and Families Act 2014 places a duty on maintained schools and academies to support children and young people with medical conditions. Individual healthcare plans specify the type and level of support required to meet pupil's needs. Where pupils also have SEN, their provision is planned and delivered in a co-ordinated way and we have regard to statutory guidance 'Supporting Pupils with Medical Conditions 2014'.

### **Financial Planning and control**

The head teacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

### **Monitoring and Review**

It is the duty of the head teacher and senior leadership team to ensure all staff promote accessibility and ensure this plan is implemented and adhered to.

## ACCESSIBILITY ACTION PLAN 2023-2026

<b>Compliance with the Equality Act 2010</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>Increasing access for disabled pupils to the school curriculum</b>	Opportunities for pupils with SEMH to access the Inclusion Hub (PM).	J Johnson Learning Mentor	Long term	From Autumn term 2023 - ongoing	
	Provide CPD for teachers and teaching assistants to support the SEND pupils they teach.	T Powl SENDCO	Long term	From Spring term 2023-ongoing	
	Construct a class visual timetable that is consistent across the school.	T Powl SENDCO Phase leaders	Short term	Spring 2023	
	Ensure the proportion of pupils accessing clubs reflects the representation of pupils with SEN across the school.	T Powl SENDCO L Pountney Personal Development Lead	Long term	Autumn 2023 Ongoing	
<b>Increasing access to the physical environment of the school</b>	External stepped areas to be repainted.	Site Manager	Long term	2024	
<b>Improving the delivery of information to children with disabilities and their parents</b>	To have a SEND specific area on the school website.	T Powl SENDCO Office staff	Medium term	Spring 2023	
	Make available school brochures, school newsletters and other information for parents in alternative formats when required	School office	Long term	Autumn 2023 ongoing	

