

# Cheddon Fitzpaine Church School



## Accessibility Plan

2016-2019

Agreed:

Review:

# Cheddon Fitzpaine Church School

## Accessibility Plan

*Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The school is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

The Cheddon Fitzpaine Church School Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan was updated to reflect new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be monitored through the Governor Curriculum Committee.

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### Cheddon Fitzpaine Church School Accessibility Plan

<b>Improving Curriculum Access</b>				
<b>AIM</b>	<b>TASKS</b>	<b>WHEN</b>	<b>WHO</b>	<b>OUTCOME</b>
To ensure that classroom support staff/teachers have specific training on disability issues	Provide CPD from EP, Learning Support Service and Speech Therapist	From Autumn 2016 then ongoing as required	SENCO, HT, SLT	Raised confidence of support staff. Children able to access the curriculum with more independence and confidence
To ensure that all children and teachers are able to communicate their needs using simple signs and symbols	Use of visual timetables, extend the use of STC through the school	Ongoing	All staff	Children are able to communicate effectively with both adults and other children
To improve the quality of provision for children with specific special needs	Create sensory boxes for children who suffer from over stimulation to use as calming techniques	Autumn 2016	SENCO, ELSA	Provision is enhanced for children with specific needs
To improve the quality of provision for children with SEMH needs	Set up ELSA programme	Autumn 2016	SENCO, ELSA	Provision is enhanced for children with specific needs

<b>Improving Physical Access</b>				
<b>AIM</b>	<b>TASKS</b>	<b>WHEN</b>	<b>WHO</b>	<b>OUTCOME</b>
To improve the quality of provision for children with SEMH needs	Set up a dedicated area in the school to support children with SEMH needs	Autumn 2016	SENCO, ELSA	Provision is enhanced for children with specific needs
To ensure that all fire escape routes are accessible to all	Visual check on routes, practice fire drills	Ongoing	All staff	All disabled staff, pupils, visitors are able to have safe, independent exit points
To ensure that entry to the school is easy for people with disabilities	Designated parking bays are maintained, add extra markings to reduce congestion, ensure slope is free from litter and hazards and signage is maintained	Ongoing	Site Manager	People with disabilities are able to access the school grounds and feel safe
To ensure that children with SEN have support for their needs identified before starting school	Home visits, meetings with external agencies, parents etc	As needed	SENCO, Class teacher	Children have a smooth transition when starting at Cheddon Fitzpaine

<b>Improving Delivery of Written Information</b>				
<b>AIM</b>	<b>TASKS</b>	<b>WHEN</b>	<b>WHO</b>	<b>OUTCOME</b>
To improve the delivery of information in writing for children using appropriate formats	Colour strips, coloured glasses, coloured paper, enlarged texts, colour coded texts to help with tracking, use of dyslexia friendly font	Daily	Teachers, SENCO	Pupils are able to access the curriculum independently and with confidence
To increase the range of information that is presented to parents electronically	Add additional elements to the SPTO, Scholarpack reporting tool, Facebook, school website	Ongoing	Office, SLT	Parents have electronic access to report and 'school life' information about their child