Dorset County Council
CHILDREN'S SERVICES

LEARNING & INCLUSION
GUIDANCE

Model Accessibility Plan

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Cheselbourne Village School

Accessibility Plan

July 2016 to July 2019

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

a) increase access to the curriculum for disabled pupils;
b) improve the physical environment of the school to increase access for disabled pupils; and
c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Cheselbourne Village School

2. Other policies

Our Accessibility Plan complements and supports our:

• *Special educational needs and disability* policy and related *SEN information report*;
• policy for *Supporting pupils at school with medical conditions*; and our
• Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

• Curriculum Policy
• Staff Development Policy
• Health & Safety Policy (including off-site safety)
• Policy relating to Behaviour
• School Development Plan

3. Our vision and aims

Cheselbourne Village School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Cheselbourne Village School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

[Add further detail pertinent to your school arrangements here].

Curriculum

Cheselbourne Village School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and the school environment;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).]

Physical Environment

Cheselbourne Village School has already improved the physical environment of the school to increase access for disabled pupils by:

[Insert bullet points pertaining to your school here. Examples could include:

- providing flat or ramped access to all school entrances;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.]

Information

Cheselbourne Village School already makes written information more accessible to disabled pupils through:

[Insert bullet points pertaining to your school here. Examples could include:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.]

5. Implementation

Our Accessibility Plan shows how access to Cheselbourne Village School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encouraging pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Cheselbourne Village School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Cheselbourne Village School's Accessibility Plan will be implemented by the Headteacher Bob Duffin and by the Governing Body.
Sufficient resources will be allocated by Cheselbourne Village School to implement this Accessibility Plan.

6. Monitoring

The Cheselbourne Village School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Premises Committee.

The governing body, or proprietor will monitor Cheselbourne Village School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Cheselbourne Village School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Cheselbourne Village School complaints procedure covers the Accessibility Plan.

Approved   _____

DATE   _____

Review date   July 2019

Cheselbourne Village School ACCESSIBILITY PLAN - July 2016 to July 2019 : Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
[EXAMPLE 2] *All out of school activities need to planned in advance to ensure that all pupils with a disability are able to take part.*	1. *Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training* 2. *Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc.* 3. *Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements.*	*Headteacher and responsible governor* *Senior Leadership Team* *Individual class teachers and SENCO*	*By Jan 17* *By Jan 17* *By Jan 17*	• *No out of school activities are planned without consideration of how pupils with a disability will be included;* • *All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements;* • *Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events* • *Pupils and their families feel included in out of school activities.*

Cheselbourne Village School ACCESSIBILITY PLAN - July 2016 to July 2019 Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
[EXAMPLE 1] *The outside areas of the school require improvement; specifically the areas of:* • *pedestrian access;* • *car parking;* • *paving;* • *external lighting.*	*1. Access to pedestrian areas should be reviewed for any potential hazards and a railing to separate traffic from pedestrians installed in the car park;* *2. Review levels, gradients, cambers and gullies in proximity to all pathways, define footpath edges where necessary and provide tactile paving at key areas* *3. Ensure lighting to car park is operational, adequate and considers pollution and local issues;*	*Headteacher & Governors*	*By Jan 17* *By Jan 17* *By Jan 17*		• *The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards;* • *Pupils with disabilities and their families are easily and quickly able to access the school building.*

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?

Cheselbourne Village School ACCESSIBILITY PLAN - July 2016 to July 2019: Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
[EXAMPLE 1] *The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website*	1. *All written information available to pupils and their parents will be considered in detail by the SLT, parent links and the school council. Pupils with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future pupils during this exercise;* 2. *The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools.*	*Senior Leadership Team, SENCO, parents, pupils and other staff where appropriate (e.g. Library and Reception staff).* *Headteacher and SENCO*	*By July 19* *By July 19*	• *All future written information is designed with the specific needs of disabled pupils in mind;* • *Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means;* • *Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.*
[EXAMPLE 2] *The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need*	1. *Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs;* 2. *A communication audit by SALT and other specialist services as appropriate to the needs of pupils at the school;* 3. *Specific training for those developing written information for the school and class teachers supporting pupils with specific needs.*	*Headteacher* *Senior Leadership Team* *Senior Leadership Team*	*By July 19*	• *Staff are aware of the different ways in which pupils take on and learn new information;* • *Thought is given to all future communication with disabled pupils in mind;* • *The school is more effective in meeting the needs of pupils with a disability;* • *Pupils with a disability and their parents feel welcome and confident that their needs are being met.*

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?