

Chaddleworth St Andrews and Shefford Church of England Federated Primary Schools
'Living life in all its fullness'



Accessibility Plan

July 2023 – July 2026

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

At Chaddleworth St Andrews and Shefford Church of England Federated Primary Schools we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We promote the individuality of all our children, irrespective of ethnicity, attainment, religion, race, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

At July, 2023

- asthma
- eczema
- hearing impairment
- ADHD
- ASD
- Allergies
- Cognition and Learning difficulties
- Social, Emotional and Mental health support needs
- Communication and interaction needs

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships including the Local Authority to develop and implement the plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



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	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
Physical Environment						
1	Classroom walls and display boards over stimulating	Hessian backed display boards and no over crowding of posters and displayed information on walls	HT, class teachers, TAs	By September 2023	Classrooms displays more neutral and not overloaded	classroom drop ins, HT
2	Consider accessibility for all site users and identify issues.	Health and safety tours to identify issues on both sites and report to Govs	SBM, Health and Safety Gov	Termly	Issues to have been identified and reported to Governing Body.	School tours, SBM
Access to the curriculum						
3	Support for children who find it difficult to concentrate to access the class curriculum.	Identify appropriate resources for particular child e.g. wobble cushion, fiddle objects (with clear expectations of use), movement breaks.	Class teacher Teaching assistant SENCo Advisory teachers	Ongoing	Children to use strategies and feedback that they are able to concentrate better with strategies employed.	SENCO termly Feedback from class teachers and children.
4	Support for children who find it difficult to physically write to access the class curriculum.	Identify appropriate resources and strategies for particular child e.g., pencil grip, slope, seating position.	Class teacher Teaching assistant SENCo Advisory teachers	Ongoing	Handwriting to show appropriate progress.	SENCO termly Book scrutiny. Writing progress data analysis.
5	Support for children who find it difficult to learn to read to access the class curriculum.	Identify appropriate resources and strategies for particular child e.g. coloured reading ruler, teaching assistant support, regular 1:1 reading opportunities	Class teacher Teaching assistant SENCo Advisory teachers	Ongoing	Reading and discussion to show appropriate progress.	SENCO termly Reading progress data analysis.
6	Support for children with a hearing impairment to access the class curriculum.	Continue to liaise with Sensory Consortium to request support.	HT, supporting agencies, Class teacher	Ongoing	Children to receive support from Sensory Consortium	SENCO termly Feedback from class teachers

			Teaching assistant All staff		and class teacher to make necessary adaptations to classroom practice to ensure access to the class curriculum.	and children
7	Support for children on the Autistic Spectrum to access the class curriculum.	Identify appropriate resources and strategies for particular child e.g. visual timetable, routine, social stories, visual resources to support curriculum.	Class teacher Teaching assistant SENCo Advisory teachers All staff	Ongoing	Children to use strategies and feedback that they are able to access the class curriculum with strategies employed.	SENCO termly Feedback from class teachers and children.
8	Raise staff awareness of disabilities issues.	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities. Promote disability equality via <ul style="list-style-type: none"> • Staff meetings. • PSHE lessons. • Assemblies / worship • Celebrating difference. • Displaying difference 	LA SENCo All school staff.	Ongoing	Teachers, TAs and other staff to be aware of issues. Detailed information and support available and passed on by staff.	Head Teacher. SENCo. Class Teachers. TAs. Other non-teaching staff.
9	Raise children's awareness of disabilities issues.	Promote disability equality via <ul style="list-style-type: none"> • PSHE lessons. • Assemblies / worship • Celebrating difference. • Displaying difference 	HT Whole staff	Ongoing	Increased whole school awareness of disability issues.	SENCo All staff.
10	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. EVOLVE Form and Risk assessments.	Visit leaders. Educational Visits Co-Ordinator. HT .	Ongoing	School trips, events & residential visits are accessible for all pupils.	HT School Visits Co-ordinator. Trip leaders. Feedback from pupils

12	Ensure that after-school clubs are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	HT Leaders of after-school clubs. .	Ongoing	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback from parents and pupils.
13	Ensure school policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	Policies to include: <ul style="list-style-type: none"> • Content • Strategies • Resources that could be employed when planning for pupils with difficulties or disabilities.	Whole staff. Subject leaders. Advisors.	Ongoing	Policies include provision for pupils with difficulties or disabilities	Head Teacher Subject leaders.
Access to information						
14	Ensure availability of written material in alternative formats	School makes itself aware of the services available through its LA for converting written information into alternative formats.	L.A. Head Teacher Admin Staff SENCo	Ongoing	If needed the school can provide information in alternative formats	Head Teacher Feedback from parents and staff.