



CHORLTON C of E
PRIMARY SCHOOL

Chorlton CE Primary School

Accessibility policy

Policy information and Review

Named person with designated responsibility

Academic Year	Designated Lead Person(s)
2022-2023	Claire Gunn & Joanne Derbyshire

Policy review dates

Review date	Changes made	By whom
October 2021	Policy reviewed	Claire Gunn
January 2023	Policy reviewed	Claire Gunn

Action plan updates

Review date	Changes made	By whom
January 2020	Policy reviewed	Carla Kellegher
January 2023	Policy reviewed	Claire Gunn
January 2026		

"The UN Convention on the Rights of a Child applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background."

(Article 2 non-discrimination)

ACCESSIBILITY PLAN

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 disabled pupils can participate in the curriculum
- *Improve the physical environment* of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- *Improve the availability of accessible information* to disabled pupils which is readily available to pupils who are not disabled
- *Improve access* to education for disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The aims of this policy are in accordance with the School's Vision/Mission Statements and with the Equal Opportunities Policy, which should enable children with SEND to function on equal terms in both the learning and social life of the school so that all children reach/realise their potential. We are committed to improving and providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education; physical; sensory; speech, language & communication; 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.

At Chorlton CE Primary we truly help each other to learn and to love through our Christian values of Respect, Friendship, Honesty, Perseverance, Tolerance and Enjoyment which are central to all aspects of our school life. We are here to give our pupils an excellent education with a rich and inspiring curriculum, at the same time providing nurture and care for their spiritual/emotional, moral, social and cultural wellbeing. When they leave Chorlton CE they will be prepared for life, with resilience, compassion and having developed courageous advocacy.

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 to develop and implement the plan such as Manchester City Council and the NHS. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Chorlton CofE Primary School will work in partnership with the local education authority in developing and implementing this plan. We also recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out day-to-day activities, and respects the parents' and child's right to confidentiality.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school attempts to address the priorities identified in the plan.

CONTEXT

Chorlton CE Primary School is a mainstream school for boys and girls age range 3 years to 11 years old. The school comprises of two buildings, the nursery building over one floor and the main building over three floors. Within the main building there are ten rooms across the three floors, with Reception and KS1 classrooms accessible via a lift from the playground. There is no access for disabled pupils to the second floor and basement areas at present, currently in use by KS2 children mainly.

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 disabled pupils can participate in the curriculum

Chorlton CofE Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- 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.
- 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; (If a school fails to do this they are in breach of the Equality Act 2010). 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 aids and equipment**, which may assist these pupils in accessing the curriculum.

Chorlton CofE Primary School provides all pupils with a broad and balanced curriculum, adapted and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Our key aims as a school are to provide

- Full access to the curriculum
- Full access to the physical environment
- Full access to information

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Safeguarding Policy
- Behaviour Policy
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- School Development Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning Policy
- Sports Premium Plan

This plan will be made available online on the school website, and paper copies are available upon request. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

CURRENT GOOD PRACTICE

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admissions procedure. Our main entrance to the school has an outdoor lift installed in order to access our main building. There is a disabled toilet facility within the entrance hall with a handrail and pull cord. The school has internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we will seek expert advice for identified individual needs.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Action Plan

1. Improving participation in the Curriculum				
Priority	Strategy	Resources	Timeframe	Success Criteria
Tailored CPD to support named staff to work more effectively with children.	• Courses identified by CPD/SENCo and targeted at key staff. • SENCo to provide appropriate training and support to staff • Staff audit of needs will continue to be rolled out yearly with awareness for change and flexibility to respond to barriers to learning • Appropriate training from specialist such as SALT/EP/SCP/Outreach etc • Policies reviewed annually and shared with staff • Online resources from CPD shared with staff	Training time TA time allocated	On going	Improved outcomes for children Staff trained and aware of needs of the children and how best to address needs and remove barriers to learning. Maintained records of staff training
Effective communication and engagement with parents	• Termly IEPs shared and meetings arranged where necessary • Annual review meetings with SENDCo • Parental networks • Stay and share sessions for all	Time allocated	In place and ongoing	Parents/carers fully informed about progress and engage with their children's learning
Providing appropriate resources to meet the diverse needs of pupils staff and parents.	• Support accessed from other professional services. E.g. . O.T / EP / SaLT	Accessible environment and inclusion for all Specific apps & software to support learning	On going	Positive impact on pupil progress Removal of barriers to learning

	• Strategic deployment of support staff/additional services • Use of appropriate ICT to support diverse needs across the school • Purchase and allocate other resources as needed e.g. slope boards, theraputty, colours exercise books, wobble cushions, pencil grips etc • Ensure specialist equipment e.g. hearing aids are regularly tested	Individual resources for need		Needs met of most children.
Adaptations to curriculum to meet the needs of individual learners	• Pastoral support • Timetable adaptations • Individual physiotherapy / OT programmes • Speech and Language therapy programmes • Specific training in touch typing • Use of access arrangements for assessment/testing • Use of MSSS for visual/hearing impaired pupils	SALT NHS core service Occupational Therapy SLA Educational Psychology SLA Cost/installation of equipment Time allocated	In place and ongoing	Needs of all learners met enabling positive outcomes
All out-of-school activities are planned to ensure the participation of the whole range of pupils	• Review all out-of-school provision to ensure compliance with • Risk Assessments undertaken where appropriate • Providers comply with all legal requirements • Advice sought from specialists when necessary	Specialist equipment required so a child can access a club Time allocated	On going	Teaching aids and support aids seen more widely, where necessary Increase in access to all school activities for all pupils with SEND. See participation targets in Sport Premium Plan.

	• Legislation – link to Sport Premium Plan • All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.			
Training for Awareness Raising of Disability Issues	• Provide training for governors, staff, pupils and parents. • Discuss perceptions of issues with staff to determine the current status of school. • Whole school community aware of issues relating to disability	Cost of external training provider Time allocated	On going SEN staff meetings	Inclusive school and social environment
2. Improving physical environment				
Priority	Strategy	Resources	Timeframe	Success Criteria
Improve and maintain access to the physical environment (main entrance)	• The environment is adapted to the needs of pupils as required. ○ Ramps ○ Elevators ○ Corridor width ○ Disabled toilets ○ Small private changing area with shower (nursery building) • Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	Reviewed annually	To continue to maintain so we have accessibility for all
Improve and maintain access to alternative floors in the main building	• Future wider conversations to be had regarding making the second floor and basement	Maintenance costs with reference to budgeting restraints and original layout of school building	Ongoing	To improve access to alternative floors for disabled people

	accessible for wheelchairs or people with reduced mobility. Currently only access is up/down stairs.			
Improvements to help the visually impaired	- Maintenance of steps, poles, doors or other identified hazards - Trip hazards identified and addressed, with support from MSSS where applicable	Maintenance resource cost Time allocated Cost of external support	Ongoing	Hazards highlighted to increase safety for visually impaired pupils All areas monitored and maintained Learning experiences of pupils with visual impairments improved
Improvements to help the hearing impaired	- Install hearing loops when/where necessary - Chair base softeners applied to chairs and tables where appropriate - Support from MSSS where applicable	Maintenance resource cost Time allocated Cost of external support	Ongoing	All areas monitored and maintained Learning experiences of pupils with hearing impairments improved
Signage around the school	Relevant signage where applicable	Maintenance resource cost Time allocated	Ongoing	Clear directions for disabled people
Safe access around exterior and interior of the school	- Ensure pathways are stable - Ensure pathways are clear of vegetation - Awareness of flooring, furniture and layout when planning for disabled pupils	Maintenance resource cost Time allocated	Ongoing	People with disabilities can move safely around school
3. Improve the delivery of written information				
Priority	Strategy	Resources	Timeframe	Success Criteria
Improve the delivery of information to people with SEND	Our school uses a range of communication methods to	Communication for All Cost of translation/adaptation	Ongoing	To continue to maintain so we have accessibility for all

	ensure information is accessible. This includes: • Internal signage/Large print resources • Induction loops when necessary • Pictorial or symbolic representations			All parents/carers will be up to date and well informed of school information
Ensure documents are accessible to people with visual impairments	• Seek and act on advice from MSSS for requirements • Use of magnifier where appropriate • Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment	Ongoing	Visually impaired people have access to all school documentation

MONITORING ARRANGEMENTS

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing body and the Head teacher Mr Phil Trohear.

APPENDIX A

The Audit uses a scale of 1-4 which can be explained as the following

1. Not in place
2. Plans to put in place
3. Beginning to be put in place
4. In place

Environment

Item	Issue	1	2	3	4	Action plan (include timescale and cost)
1	Is furniture and equipment selected, adjusted and located appropriately?				☒	Reasonable adjustments made
2	Are pathways and routes logical and well signed?				☒	
3	Do you have emergency and evacuation procedures to alert all pupils?				☒	
4	Is appropriate furniture and equipment provided to meet the needs of individual pupils?				☒	
5	Do furniture layouts allow easy movement for pupils with disabilities?				☒	
6	Are quiet rooms/ calming rooms available to children who need this facility?				☒	Therapeutic Inclusion Room Calm room on the second floor Access to low-arousal environment
7	Are there any barriers to easy movement around the site and to the main entrance?		☒			Support needed to hold door for wheelchair users No lift facilities to the second floor or the basement
8	Are steps needed for access to the main entrance?			☒		Main area has steps and an outdoor lift Steps are the access to the basement and second floor
9	Is there a continuous handrail to the main entrance?				☒	On the steps and within the exterior lift

10	Is it possible for a wheel chair user to get through the main entrance unaided?	☒				No, access is through the reception doors using the outdoor lift
12	Do steps have a contrasting colour edging?	☒				Not currently
13	If there is a lobby at the main entrance is it possible for a wheelchair user to negotiate the doors?				☒	With support
14	Do all internal doors allow a wheelchair user to get through unaided?	☒				
15	Do all the corridors have a clear unobstructed width of 1.2m?				☒	
16	Does each block have a wheelchair accessible toilet?	☒				No as no wheelchair access to the upstairs currently.
17	Does the school have accessible changing rooms?				☒	Assess facilities Disabled toilet Small shower in nursery building
18	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				☒	No Only through reception area
19	Are non-visual guides used to assist people to use the buildings?	☒				Not currently in place
20	Could any of the décor be confusing or disorientating for students with disabilities?				☒	Plain/ Training on creating supportive environment
21	Is a hearing induction loop available (either fixed or portable) in the school?				☒	None needed currently but able to if needed
22	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				☒	

Learning Access

Item	Issue	1	2	3	4	Action plan (include timescale and cost)
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				☒	Training plan (SENDCo and key therapist)
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?				☒	Training plan (SENDCo and key therapist)
3	Do all staff seek to remove all barriers to learning and participation?				☒	Training plan (SENDCo and Key therapist)
4	Is teaching appropriately scaffolded to meet individual needs so that children make good progress?				☒	SEND reviews/ obs/ learning walks Pupil Progress Meetings (termly)
5	Are all children encouraged to take part in music, drama and physical activities?				☒	
6	Do staff provide alternative ways of giving access to experience or understanding for children with disabilities who cannot engage in particular activities, for example some forms of physical education?				☒	
7	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?				☒	
8	Do you provide access to appropriate IT for those with disabilities?				☒	

9	Are all school visits, including residential, made accessible to all children irrespective of attainment or disability?				☒	
10	Do you ensure all school staff are familiar with technology and practices developed to assist people with disabilities?				☒	IT training Apps

Information access

Item	Issue	1	2	3	4	Action plan (include timescale and cost)
1	Do you have simple arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?				☒	Utilise support from Outreach and specific teachers of the deaf/blind
2	Do you have IT facilities to produce written information in different formats?				☒	Boardmaker if needed- consistent use across the school
3	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?			☒		Admission/ induction if needed

