

# Chater Junior School



## Accessibility Plan

**2018-2019**

## **INTRODUCTION**

The Equalities Act 2010 requires every school to have an accessibility plan, which should be set out in writing and made available to parents. The school has a duty to review the plan, revise it if necessary, and implement it. The school is required to allocate resources for implementing their plan.

### **An Accessibility Plan is a plan for:**

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; and
3. Improving the delivery to disabled pupils of written information which is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication.

To assist us with compiling our accessibility plan, we undertook an access audit which was carried out in March 2015.

We commissioned Direct Access Consultancy to undertake the audit on our behalf.

An Environmental Audit for a pupil with a visual impairment was undertaken in February 2017. This informed action to be taken in the summer term (2) 2017.

An Environmental Audit for a pupil with a mobility impairment was undertaken in Spring 2018 and is ongoing. This informs action to be taken from Summer 2018.

The plan is set out with short, medium and long term targets –

Short term – immediate/ongoing action

Medium term – 12-24 months

Long term – 3-5 years

## 1. Access to the curriculum

### Short Term:

<b>Targets</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Success Criteria</b>
All pupils have access to an appropriate curriculum.	Write Support Plans for pupils as appropriate.	Class teacher/SENCo	Ongoing	All pupils have access to the curriculum and are making appropriate progress.
To use computing to support learning of individuals.	Review and install appropriate software.	Computing subject leader/class teacher/SENCo	Ongoing	All pupils have access to appropriate software.
PE is accessible to all pupils.	Review PE curriculum and planning to ensure differentiation for disabled pupils where appropriate.	PE subject leader/class teacher/SENCo	Ongoing	All pupils have access to PE
School trips/visits accessible to all pupils.	Assess pupils' needs for trips/visits. Assess new venues for suitability. Assess transport needs. Write risk assessments.	Class teacher/SENCo/Admin	Ongoing	All pupils can access school trips/visits.

## **2. Access to the Physical Environment**

### **Short Term:**

<b>Targets</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Success Criteria</b>
Review access needs of disabled pupils, staff and visitors.	Review access plans for individuals as required. Create procedure for asking visitors if they have any access requirements prior to visiting the school.	Headteacher/class teacher/SENCo/SBM	Ongoing	All pupils, staff and visitors have full access to the school's buildings.
Ensure all pupils and adults can be evacuated safely.	Review personal emergency evacuation plans for disabled pupils/staff as required. Create procedure for asking visitors if they require assistance should the fire alarm be activated. All staff to be aware of vulnerable pupils.	Headteacher/class teacher/SENCo/SBM	Ongoing	All pupils, staff and visitors are aware of procedures and confident in them.
Maintain internal/external access and signage.	Check contrasting paint/tape is in place. Check external lights are working.	Caretaker	Ongoing	All visitors are able to access information signs.
Improve contrast signage around the school to aid people with impaired vision.	Review way of finding signage required.	SBM	Ongoing	Improved access for all pupils, staff and visitors with impaired vision.

Provide appropriate toilet facilities for those pupils with mobility impairment, to include a hoist and changing table if necessary.	Communicate with appropriate health department /professionals for advice.	Headteacher/SENCo/SBM	Ongoing	All pupils are able to access appropriate toilet facilities.
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**Medium Term:**

<b>Targets</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Success Criteria</b>
Improve pictorial signage to aid pupils with learning disabilities.	Review way of finding signage required.	SBM	2019/2020	Improved access for pupils with learning disabilities.

**Long Term:**

<b>Targets</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Success Criteria</b>
To improve access to designated areas over successive financial years. The school decides which of its entrances and exits have priority, and plans to replace doors, fit ramps and handrails as required.	Planned use of minor capital delegated resources and discuss with the LEA the use of possible additional funding.	Headteacher/SBM	2020-2021	Physical accessibility of school increased.

### 3. Access to written information

#### Short term:

<b>Targets</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>Success Criteria</b>
Availability of written material in alternative formats.	The school makes itself aware of the services through its LA for converting written information into alternative formats.	Headteacher/class teacher/SENCo	Ongoing	Delivery of information to disabled pupils improved.