



Chevening St. Botolph's CEP School

Disability Accessibility Plan

2023-2026

Policy Date: Autumn 2024

Approved by Governing Body: Dec 2020 Strategy Committee

Renewal Date: Nov 2023

In line with our Biblical Vision (Matthew 13: 31-32),

“The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.”

this policy has been developed being mindful of our aim to provide an excellent education and to

- Be true to Christ and His teachings.

- Be known for kind and thoughtful actions and attitudes.

- Be inclusive in serving, sharing and showing God’s love to benefit all.

Our school is a nurturing school and our policy is also developed in line with the six principles of Nurture reflecting the schools understanding that:

- Children learn developmentally
- The classroom is a safe base for every child
- Nurture is important to the development of well-being
- Language is a vital means of communication
- All behaviour is communication
- Transition marks important stages in a child’s life

At Chevening St Botolphs CEP School we have high expectations of what all children can achieve. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone’s uniqueness as children created in the image of God and recognizing everyone’s successes. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Accessibility Plan contains relevant and timely actions to:-

- ✦ Improve and maintain 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;
- ✦ Increase **access to the curriculum** for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities 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 schools 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 **the delivery of written information to pupils, staff, parents and visitors with disabilities**; examples might include hand-outs, 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 Chevening St Botolph's CEP School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- ✦ Behaviour Policy
- ✦ Curriculum Policies
- ✦ Health & Safety Policy
- ✦ School Improvement Plan
- ✦ Special Educational Needs Report
- ✦ Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which 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 published on the school website.

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

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

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 will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **Site Manager**

Accessibility Audit – Completed by Disability Accessibility Working Party, led by SEND governor and SENCO

Items Raised by GB Audit 2024	
A	Physical Environment Focus:
	<ul style="list-style-type: none">• Provision needed for those with accessibility needs – car park and safe access to and within buildings.
B	Curriculum Access Focus:
	<ul style="list-style-type: none">• Provision for increasing numbers of children with additional needs and those with adverse childhood experiences.
C	Delivery of Written Information:
	<ul style="list-style-type: none">• Support and assistance for any who struggle to access written information

2023-2026 Plan & Priorities

Action Plan A – Improving Physical Environment

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Car Park – is there dedicated space for drivers needing accessible parking?	Consider use of cones to reserve a space when needed.	Summer 2025	Medium	Check cost of specific cones, or use existing driveway ones.			
2	Pedestrian entrance – is accessible entry clearly marked?	Place a sign next to the pedestrian gate which explains that there is an accessible entrance via the carpark.	Spring 2025	Medium	Order proper sign – quote needed			
4	Route to main carpark – is this safe for all in the dark & for visually impaired?	Guide to be offered to anyone who needs assistance	On-going	Low				
5	Outdoor steps – are steps clearly delineated?	Monitor & renew yellow edges to steps to the rear of the building. Renew handrails.	Summer 2025 start	Medium	Minimal if painted. If raised edges are needed, then quotes needed.			
6	Door surrounds – are these clearly delineated for visually impaired?	Consider painting door surrounds in a contrasting colour to aid.	On-going with painting/decorating schedule	Low	Part of redecoration costs.			

Action Plan B – Improving Curriculum Access

Ref.	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
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							PFT	School
1	Are children with SEND well-supported and making progress?	Evidence of use of MCS Evidence of use of the Graduated response with escalation when necessary (eg LIFT, HNF, Stat Ass, EHC) Evidence of training for the domains of need across the period of the plan Evidence of Impact of interventions Evidence of thorough Governor Monitoring	Throughout period of plan	High		On-going cycles and end of plan		
2	Are children with ACEs identified accurately and supported so that they flourish and make progress	Evidence of ACE form completion Evidence of Provision to support children with low SEMH resulting from ACEs via ELSA/Nurture	Throughout period of plan	High	(Nurture is free for first 2 yrs then costs come in if this is prioritised)	On-going cycles and end of plan		

Action Plan C – Improving Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	Low	N/A	Ongoing.		

2	Illiteracy / EAL	The school will be mindful of families for whom written word is a barrier to access, either due to illiteracy or EAL, and provide support and alternative methods of communication where necessary.	Ongoing	Med	N/A	Ongoing Technology support available and used: Google translate via ipads, etc.		
3	Lack of access to technological equipment.	We will ask parents to communicate with us if they are not able to access or print e-communications and be ready to reach out to those families who might not readily approach the school for this reason.	Ongoing	High	N/A	On going		