



Chevening St. Botolph's CEP School

Disability Accessibility Plan

2020-2023

Policy Date: Autumn 2020

Approved by Governing Body: Dec 2020 Strategy Committee

Renewal Date: Nov 2023

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 Botolphs 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

A	Physical Environment Focus:
	The school site must allow for safe access to those with a physical disability.
B	Curriculum Access Focus:
	Ensure resources/materials are available for school and home use to support children's individual needs to access the curriculum.
C	Delivery of Written Information:
	To be aware of families that are unable to access digital information and offer alternatives.

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?	Paint yellow lines to delineate a disabled car park parking bay next to the gate to the playground, allowing emergency access	Summer 2023	Medium	Quote required			
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 2021	Medium	£10 (DG could do)			
3	Are accessibility needs/routes clearly communicated for parent/carer events?	Place a standard paragraph in information sent out about school events to explain disabled access routes.	Spring 2021	Medium	Free bar time cost (office can do)			
4	Route to main carpark – is this safe for all in the dark & for visually impaired?	Install lighting which covers the route from the building to the main carpark. <i>Planned works postponed Summer 2020 due to other priorities; Solar options under test Aut 2020;</i>	Autumn 2020	High	<i>New quotes needed if electric options be required</i>			
5	Outdoor steps – are steps clearly delineated?	Monitor yellow edges to the rear of the building. (Note: front steps already have long-lasting edging in situ)	On-going 6-monthly	Medium				
6	Door surrounds – are these clearly delineated for visually impaired?	Consider painting door surrounds in a contrasting colour to aid.	Summer 2021	Low	£80			

Action Plan B – Improving Curriculum Access

Ref.	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Are children with SPLD being well-supported?	On-going provision of texts/ books with alternative coloured paper. IWB contrasts set to non B&W; Spelling lists/ word mats used to support spelling; SENDCo to monitor use of catch-up readers (phonic books.co.uk) Continued use of Dyslexia Portfolio	On-going	Medium	£150 for three years for extra books			
2	Are children with SLCN needs being well-supported?	Teachers to continue to use Cued Articulation in class. Continue use of Lang Link and Speechlink screeners. Lang for Learning strategies used by all	Throughout period of plan	High	-			
3	Are children with ASD/C&I needs being well-supported?	Visual timetables used in all classes. Inprint 3 used for relevant children.	On-going	High	-			
4	Are children with SEMH needs being well-supported?	Elsa training for staff: Start Spr 2021	on-going provision from March 2021	High				
5	Are children with ACEs identified and supported, so they can attend, secure good well-being, attain and progress well?	ACE grids completed termly by all CTs Support provided or signposted where relevant. Information shared where necessary only	On-going	High				

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			
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			
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			