

## **Chenies School accessibility plan**

*2012-2015*

### **1. Introduction**

Under the SEN and Disability Act 2001, the Governing Body has had three key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Chenies school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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

This plan also links to the **Equality duty**. Please see policy number **0009** for target objectives for the school.

### **2. Starting points**

#### **a) The purpose and direction of the school's plan: vision and values**

#### **Chenies School: A caring place to learn**

Our vision is for every child to fulfil their full potential personally, socially and academically in a happy and safe environment.

Chenies School has high ambitions for all its pupils irrespective of race, gender, creed and impairment.

Chenies commitment to equal opportunities is driven by the national curriculum inclusion statement;

The school :

- Sets suitable learning challenges
- Responds to pupils diverse needs
- Aims to identify and remove barriers to learning, assessment and participation in all aspects of school life

## **b) Information from pupil data and school audit**

The school needs to ensure that all staff is aware of the DDA requirements.

The school needs to collect information on the presence of disabled children at school and their level of involvement in school life by assessing the following:

- the profile of disabled pupils coming into the school and of those who may not have been admitted to the school up until now;
- patterns of attendance and exclusion;
- areas of the curriculum to which disabled pupils may have limited or no access at the moment;
- the participation of disabled pupils in off-site activities
- parts of the school to which disabled pupils may have limited or no access at the moment;

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Chenies school to set up a register of disabled pupils.
- consult with disabled pupils and their carers
- Annual analysis of outcome data for children on the disability register
- Annual analysis of children's achievements and participation in relation with the "Every child matters" agenda

### 3. The main priorities in the school's plan

#### a) Increasing the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Owner	Outcome	Timeframe	Goals Achieved
To ensure all stakeholders are aware of the Disability Discrimination Act	Staff meetings INSETs Governors meetings	HT SENDcO Staff Governors	Staff, parents and governors aware of the Disability Discrimination act and its implication on the school.	Ongoing	
To provide training for staff on children with specific needs	Staff meetings INSETs Audits Training courses IDP	HT SENDcO Staff Governors	Stakeholders are fully aware of the requirements for disabled children's needs with regards to accessing the curriculum.	Ongoing - as required	
To ensure the classroom resources meets the requirements of all pupils	Audits staff meetings Governor visits	HT SENDcO Staff Governors	Issues discussed and feed into SIP. Suitable resources and staffing in place.	Summer 2012	

**b) Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

<b>Targets</b>	<b>Strategies</b>	<b>Owner</b>	<b>Outcomes</b>	<b>Timescale</b>	<b>Goals Achieved</b>
To ensure the school and LEA are aware of all the areas of the school premises where there are potential barriers to physical access. Both indoor and outdoor	Complete self audit.	Governors	Audit completed and outcome and Physical improvements identified within the restrictions of a listed school building	Spring 2012	
To ensure that any new work carried at the school, or any purchase of new resources takes disabled pupils into consideration	Staff meetings Health and safety audit.	SENDco Governors HT	Inclusion of disabled pupils needs in resource planning	Autumn 2013	
To identify areas which cannot be made physically accessible by all pupils.	Complete self audit.	Governors	Provide a detailed action plan (over 3 years) based on the result of a self audit. Plan to include costings and a phased programme of adaptations where feasible and appropriate to a listed building.	Annually	

**c) Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

<b>Targets</b>	<b>Strategies</b>	<b>Owner</b>	<b>Outcomes</b>	<b>Timescale</b>	<b>Goals Achieved</b>
To identify any materials or events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information.	Complete self audit and fed back to committees of requirements	Governors	If needed the school can provide written information in alternative formats	Ongoing	
To consult parents and other agencies about the school priorities for increasing access to information for pupils with disabilities.	From self audit. Identify areas for improvements and provide action plans.	Governors SENDcO	Information can be accessed by all pupils and parents	Ongoing	
To maintain above practise and review on an annual basis	Provide ongoing review of above and progress towards action plans.	Governors HT SENDcO	Information available for parents and pupils in a variety of formats as needed.	Annually	

## **4. Making it happen**

### **a) Management, coordination and implementation**

**The school accessibility plan will be integrated into the:**

- School improvement plan;
- Professional development plan;
- SEN policy;
- Asset management plan;
- Health and safety policies.

Where appropriate, the plan will be co-ordinated with the local authority's accessibility strategy, social services; relevant health agencies.

The governing body takes responsibility for the accessibility plan. The accessibility will be reviewed and revised annually by the SLT and the governors

The review will use previous years priorities and objectives, school data analysis, children and parent's consultations

The plan will be available to all children, staff and parents.

### **b) Getting hold of the school's plan**

The school accessibility plan will be available on the school website.

Paper copies will be available to any parent/guardian or outside agency.

A simplified child friendly version will be accessible to children on demand.

The school accessibility plan will be distributed to all staff