

Chad Vale Primary School Accessibility Plan

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

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| Policy written by: | Paul Sansom |
| School adoption date: | Feb 2018 |
| School review date: | Feb 2021 |



1. 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
- 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

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.

Our values and ethos

We have worked hard over the last 15 years to create a warm, caring and nurturing school environment which replicates the safety and security children have at home. This has become well known as 'The Chad Vale Way' and everybody involved with our school becomes part of 'The Chad Vale Family'. Within school, we have extremely high expectations for learning and behaviour and we focus on ensuring that children achieve the very best that they can.

Alongside the national curriculum we provide a rich and varied learning program which prepares children very well for life in secondary school and later life. We teach the children about life skills, equality and diversity and give many opportunities for lifetime memories including a range of off-site visits and longer residential experiences. We instill a set of core values; of kindness, understanding, tolerance and a motivation to learn that are remembered long after the children have left.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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.

3. Action plan

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

| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|---|---|---|--|---|---|
| Increase access to the curriculum for pupils with a disability | <p>Our school offers a differentiated curriculum, for all pupils.</p> <p>All learning and out-of-school activities are fully accessible</p> <p>Our School Code clearly states our commitment to ensuring the requirements of the Equality Act are followed and taught.</p> <p>We provide and use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities or additional needs.</p> <p>Curriculum progress and attainment is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> | <p>1. To remain a fully accessible school</p> | <p>1. To monitor the ongoing needs of the school community to ensure it remains fully accessible.</p> <p>2. To identify future changes required as pupils move up through the school</p> <p>3. To maintain up-to-date training for adults supporting children with specific needs</p> <p>4. To identify further opportunities to teach about disability and</p> | <p>SENDco/Buildings manager</p> <p>SENDco/Buildings manager</p> <p>SENDco/Medical Needs Co-ordinator</p> <p>SENDco</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>ongoing</p> | <p>1. Site is fully DDA compliant</p> <p>2. Children's needs are met</p> <p>3. Adults are well trained and knowledgeable</p> <p>4. Children understand and show kindness, respect and</p> |

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| | <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Individual Target Plans or EHCP's (where appropriate) are used to ensure high quality of educational provision regardless of need.</p> <p>We work closely with specialists from the NHS, PSS and healthcare providers to ensure all needs are met</p> <p>We work closely with parents to ensure appropriate information is gained and shared to enhance the child's lived experience of the school</p> <p>Appropriate training on specific disabilities (e.g. short stature, ASD, hearing impairment, BIPAP ventilation) is provided for key staff</p> <p>The school is currently a Rights Respecting Bronze Award school and is working towards Gold.</p> | | people who are 'differently able' | | | understanding towards each other. |
| Improve and maintain access to the physical environment | <p>Chad Vale provides an accessible site, which includes;</p> <ul style="list-style-type: none"> • Ramps • Lift to the upper floor • Corridor width suitable for wheelchairs • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height | | <ol style="list-style-type: none"> 1. To ensure any future building plans are DDA compliant. 2. To identify funding streams or opportunities to enhance the existing site 3. Create disabled parking space for visitors | <p>SENDco/Buildings manager</p> <p>SENDco/Buildings manager</p> <p>Buildings manager</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Feb 2018</p> | <ol style="list-style-type: none"> 1. Site is fully accessible 2. Site is regularly audited and improved 3. Disabled parking bay available |

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| | <ul style="list-style-type: none"> • Specialist equipment (e.g. Jenx chairs, classroom amplification systems) where required • Disabled badge system for school drive for parent cars | | | | | |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Visual Timetables • Trusted Adult system • Additional 1-2-1 adult support where required • Individual Healthcare Plans • EHCPs/ITP's • A range of ICT based curriculum software available across multiple platforms and accessible from home (e.g. Office365, SPTO, Education City) | | <ol style="list-style-type: none"> 1. To carry out an audit of communication methods to identify any gaps in provision | SENDco | Spring 2018 | <ol style="list-style-type: none"> 1. Communication methods are fit for purpose |

4. 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.

5. Links with other policies

This accessibility plan is linked or is relevant to the following policies and documents:

- Risk assessments
- 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
- The Equality Act 2010 and Schools (DfE, 2014)
- Individual subject policies contain an equalities statement
- Rights Respecting Schools Policy

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|---|---|--------------------|-----------------------------|
| Number of storeys | Mainly single floor with split lower ground and upper floor in new build only | none | n/a | n/a |
| Corridor access | Fully accessible main corridor, lift access to lower and upper new build | none | n/a | n/a |
| Lifts | Single passenger lift in new build | Annual service/regular checks | BSS | ongoing |
| Parking bays | None | Create disabled parking bay near gates | DS | Feb 2018 |
| Entrances | Double automatic opening doors at main entrance, single external classroom door access for majority of classes | Provide wheelchair access through main entrance | PS | ongoing |
| Ramps | Disabled access ramp onto field and onto bottom playground area | none | n/a | n/a |
| Toilets | Toilets in new build are fully accessible. Push pad on girls old toilet door for pupil with short stature and lowered | none | n/a | n/a |

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| | sink/dryer | | | |
| Reception area | Fully accessible | none | n/a | n/a |
| Internal signage | Appropriate | none | n/a | n/a |
| Emergency escape routes | Escape routes are well signed. Children requiring additional support have PEEPs (Personal Emergency Evacuation Plans) which are reviewed annually. | Annual review of PEEPs, creation of new PEEP's if required | BSS/NM | Ongoing and every September |

Agreed by governors on 15/01/2018