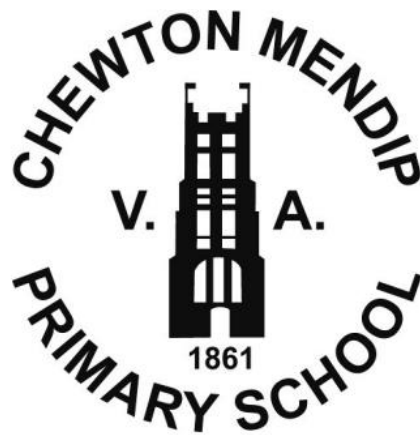


Chewton Mendip Church of England
Voluntary Aided Primary School



Accessibility Plan 2023-2026

Approved by:	Governing Body	Date: October 2023
Last reviewed on:	October 2023	
Next review due by:	October 2026	



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1. Aims

“The seed fell into good ground and grew up increasing and yielding thirty, sixty and a hundred times as much” Mark 4:8

We strive to be that ‘good ground’ where our children can grow in knowledge, skills and wisdom, with hope, aspiration, dignity and respect. Our ambition is that they can thrive and contribute to their communities and live well together. We embrace the Church of England’s vision for education that all children will have “life in all its fullness” (John 10:10)

Growing together

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The Aims of our School...

BE POSITIVE	BE CARING	BE YOURSELF	BE ADVENTUROUS	BE RESPONSIBLE	BE RESPECTFUL	BE INVOLVED
To see the positive in everyone and every situation. “life in all its fullness” (John 10:10)	To create and maintain a pleasant, happy school environment in which courtesy and tolerance are important qualities founded on Christian values.	To develop a positive picture of ourselves, with confidence to develop our talents and grow into independent caring members of the community.	To develop lively enquiring minds, the basic skills of Literacy and Numeracy and knowledge of ourselves as learners. To seek opportunities for the growth of our imagination, creativity and physical skills.	To learn how to lead healthy lifestyles and ways to keep ourselves safe.	To develop an understanding of the world and its people and our responsibility to it; with respect for our own and other cultures and beliefs.	To develop an idea of service because it is the right thing to do to help in our communities “Be the change you want to see...”

We aim to encourage parents and carers to take an active role in the education of their children by providing workshops and opportunities to work alongside their child in school.

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.

Chewton Mendip CofE Primary School is committed to working in close partnership with parents/carers to provide a high-quality education to all the children living in our community. We



recognise that each child will have unique needs and high aspirations are needed for children identified as having Special Educational Needs and Disabilities.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

In our school we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We aim to ensure that all of our children, regardless of need, have access to a high- quality curriculum that develops both their academic knowledge and individual skills in line with the school's values, and that every child is included in all aspects of school life.

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.

These include:

- Learning Support Advisory Teachers
- Speech & Language Therapists
- Educational Psychologists
- School nursing team
- ASC Outreach team (Autistic Spectrum)
- Sensory Support Service (for children with hearing/visual impairments)
- NHS Physiotherapists & Occupational Therapists
- Child & Mental Health Specialists (CAMHS)
- Primary Mental Health Specialist
- Community Paediatricians
- Music therapist
- Parent and Family Support Advisor (PFSA)

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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	TIMESCALE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We 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</p> <p>Curriculum progress 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>The curriculum is reviewed to make sure it meets the needs of all pupils</p> <p>Advice from external professionals on appropriate strategies and support is implemented, with close communication between these services and school staff.</p> <p>Pupil voice asking for children's views on how they are supported to complete the same tasks as the rest of their peers.</p>	<p>To improve access to learning and in class provision</p> <p>Appropriate adaptations are planned for to enable all children to access the curriculum, including the use of adapted resources and equipment.</p>	<p>Review the access to the curriculum for children with SEND ensuring activities are adapted to meet individual needs.</p> <p>Observations of children to ensure they are able to access the lessons, equipment and have adapted resources as required.</p> <p>Complete pupil voice activities to gain the views of children on their access to the curriculum.</p> <p>Liaise with external professionals such as OT and physio teams to ensure strategies and support for individuals is incorporated into learning and provision, with specialist equipment and adaptations to activities where required.</p> <p>Develop staff understanding on how they are able to adapt lessons to ensure access for all.</p>	<p>Termly subject monitoring</p> <p>Termly monitoring by SENDco. Additional observations by external services as required</p> <p>As required</p>	<p>All children have access to a broad and balanced curriculum.</p> <p>Specialist equipment is used effectively when required following professional advice.</p> <p>Staff are confident in planning adapted lessons for those who require additional support to access the session.</p> <p>Pupils feel they are included in all activities and are able to access all sessions.</p>



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE	SUCCESS CRITERIA
	<p>Staff select visits and trips that are fully accessible to those with disabilities.</p> <p>Accessible transport is booked carefully that is able to store and transport equipment such as wheelchairs and walking frames</p>	<p>All school trips and visits are accessible to all pupils</p>	<p>Consideration on walking times/ distances and gradients of slopes etc should be taken into consideration when undertaken a site visit and deciding on viability of the trip.</p> <p>Risk assessments to ensure that all children can access all aspects of trips and visits.</p> <p>Individual risk assessments as required.</p> <p>Ensure venues and means of transport are vetted to ensure they are fully accessible to all.</p> <p>Ensure all staff are fully briefed on how to support children throughout the trip or visit.</p>	<p>As required</p>	<p>All pupils are able to access school trips and visits and take part in a range of activities.</p>



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps to enter infant building • Hand rail on stairs • No touch exit buttons • Handrails installed to stairs both internally and externally • Use of a lift • Disabled toilet in lower building • PEEP's in place and reviewed for those children with physical needs. 	All staff to be aware of the access needs of disabled children, staff, visitors, parents and carers.	<p>Ensure school staff are aware of access issues.</p> <p>Ensure access plans are part of SEND review meetings.</p> <p>Ensure PEEPs are reviewed and updated as necessary for individual children.</p> <p>Ensure staff, visitors and parents and carers are able to access the school environment for meetings and other events.</p> <p>Annually remind parents and carers through the school newsletter to inform the school if they need any additional support to access the school environment.</p> <p>Allocated disabled parking space</p> <p>Installation of an Evac chair investigated and implemented if viable</p> <p>Contrast painted on the edges of all steps is refreshed.</p>	Annual reviews and as required.	<p>Parents and carers are confident that the needs of their child are met.</p> <p>Pupil voice reflects that children feel their needs are supported and they are able to safely access the school environment.</p> <p>Parents and carers with additional needs are able to access the school environment safely and attend meetings and events.</p>



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	TIMESCALE	SUCCESS CRITERIA
	<p>The top building has a ramp for access for wheelchair users.</p> <p>Specialist equipment is provided for children with physical needs during lunchtimes and in the hall.</p>	Improve safety of access to the infant building and hall.	<p>The surface of the ramp and top step on entrance to the infant building is uneven and needs relaying.</p> <p>A bollard should be installed in the middle of the top step to prevent the wheels of a wheelchair going over the edge and down the stairs.</p> <p>Entrance doors would benefit from being half automatic on opening.</p>	Annual review required	Accessibility to and from the hall is safe for all users, in particular those who use wheelchairs.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none">• Internal signage• Large print resources• Pictorial or symbolic representations	Ensure written information is available and fully accessible to all.	School to make itself aware of services available through Somerset County Council to support providing written information in alternative formats as required.	As required	Alternative methods of information available as required.



4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and SENDco.

It will be approved by governing board.

5. Links with other policies

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

- Risk assessment policy

- Health and safety policy

- Equality information and objectives (public sector equality duty) statement for publication

- Special Educational Needs and Disability (SEND) policy and information report

- Supporting pupils with medical conditions policy