



Chase Side Primary School

Accessibility Policy and Plan

July 2025

Reviewed and Adopted by the Governors of Chase Side Primary School on Wednesday 16th July 2025

Next review: July 2027

As for all policies we undertake within our school, all aspects of the Accessibility Policy and Plan must fit with the ethos, values and vision for the school which are:

Our Ethos:

Our ethos encompasses being welcoming, inclusive, friendly, caring and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of or who visits our learning community is asked to adhere to our values and ethos.

Our Vision:

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

Our Values:

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

Stronger Together !

At Chase Side Primary School we are committed to providing an environment that enables full access and participation in the school community for all pupils, staff and visitors with a disability, regardless of their physical, sensory, social, spiritual, emotional and cultural needs.

We have high expectations of all pupils. We are committed to taking positive action in light of the Equality Act, 2010 with regard to disability. Chase Side is a very inclusive school and is eager to promote a culture of support and awareness within the School.

The Equality Act, 2010, defines disability as when a person has a 'physical or mental impairment which has a substantial and long term effect on that person's ability to carry out normal day to day activities'. Some specific medical conditions are also considered as disabilities.

The School has drawn up an accessibility plan, which will be published on the School's website and which has the following main aims;

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, facilities and services provided.
- To improve the availability of accessible information to disabled pupils.

The Full Governing Body will review the Accessibility Policy and Plan every two years.

At Chase Side Primary School;

- We will continue to **make reasonable adjustments** to avoid disabled people being placed at a disadvantage.
- We recognise the need to make changes to our practices to ensure, as far as is **reasonably possible**, that a disabled person can benefit from what we offer to the same extent as a person without a disability.
- We recognise the need to treat a disabled person more favourably in order to ensure that they are able to access what we offer to the same extent as a person without a disability.
- We do not discriminate against a disabled pupil, with regard to admissions, simply because that pupil is disabled, and this is reflected in our Admissions Policy.
- We will provide auxiliary aids or services for a disabled pupil, when it is **reasonable to do so**, to ensure that the pupil is not at a disadvantage in comparison to a non-disabled pupil.

Participation in the Curriculum

Our aim is that all pupils with disabilities should have as far as possible access to a full and broad and balanced curriculum, similar to that followed by their peers and committed to overcoming potential barriers to learning. In order to achieve this;

- The School provides resources, auxiliary aids and equipment and support to ensure that pupils are fully able to access the curriculum, when it is reasonable to do so.
- Training is given to teachers and teaching assistants to teach and support pupils with a disability. Where appropriate, additional adult support is in place to ensure equal access.
- Staff planning ensures access for all levels of need and ability.
- Hand outs, information given out in class, etc. are enlarged to meet the needs of pupils with a visual impairment.

- Class sets of iPads have been purchased to allow portable access to the internet and server.
- ICT is used to display written information in different formats and with different colour backgrounds and fonts.
- Classroom organisation contributes to accessibility.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. An Individual Education Plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy;

- Input from specialist (external) teachers
- Advisors and health professionals.
- Technological enhancements - ICT
- Adaptation of teaching materials
- Support staff deployed according to individual pupil's need

The School has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs - such assessment is carried out within the terms of the school's Inclusion Policy.

Participation in Educational Visits and After-School Clubs

Pupils with disabilities are fully encouraged to participate in educational visits and after-school clubs.

As far as practically possible, all pupils are able to access educational visits once a thorough risk assessment has been completed. A pupil may not be able to take part in a visit if there are risks (as identified in the risk assessment) that the School believes it cannot manage, or if the parent requests that their child does not take part in the visit. If parental / family support is requested to meet the needs of the risk assessment and a parent / family member is not able to support the trip than alternative provision will be made for the child at school.

To ensure, where reasonably possible, that all pupils take part in the extended school experience through school journeys, after school clubs and educational visits the school will;

- Invite parents/carers or a responsible member of the family to accompany pupil on an educational visit.
- Endeavour to recreate the experience within the School site if the parent/carer is unable to accompany their child.
- Provide appropriate equipment for pupils to be able to take part in after school activities, for example, larger rackets/balls for visually impaired pupils.

Physical Environment of the School

Chase Side Primary School is a two-storey Victorian building. Classrooms are allocated to classes according to the needs of the pupils within that class. If a child has mobility issues then their class will be located in a ground floor classroom. The School has four disabled toilets and a disabled shower.

There are ramps leading into the main school building (junior playground), the early years/infant block (Reception playground) and the Nursery block.

All doors comply with current fire regulations and are wide enough for disabled access. The School has wide corridors which provide good disabled access and allow ease of movement around the school. All classrooms have good access from the corridors and double doors lead to the outside areas. Some outside doors have mat wells which are monitored for condition.

Evacuation Procedures

Chase Side's Evacuation Procedure lays down the steps to be taken to ensure a safe and efficient evacuation of the School buildings.

Personal Evacuation Emergency Plans (PEEPs) are completed for all individuals who may need support leaving the building in the event of an evacuation – these requirements feed into the School's Evacuation Procedure.

Linked Policies

- Inclusion Policy
- Health and Safety Policy
- Equality Policy and supporting documents
- Supporting Pupils with Medical Conditions and the Administration of Medicines
- LA Admissions Arrangements
- Various Curriculum Policies

Accessibility Plan

This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and Governors of the school.

Chase Side Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Over time, Chase Side Primary School plans to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve 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.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- 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 time frame.

Attached are Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

The School acknowledge that there is a need for continually raising the awareness and training for staff and Governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

The Full Governing Body will review this Policy and Plan every two years.

<u>Objective</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timescale</u>	<u>Goal Achieved</u>
<u>Improving Access to the Curriculum</u>				
Ensure that all pupils with disabilities have as far as possible access to a full and broad and balanced curriculum similar to that followed by their peers.	Monitor pupils with disabilities progress	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom	On-going as required	Children with disabilities are successfully included in all aspects of school life.
All extra curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation	All out of school activities will be conducted in an inclusive environment with providers that comply with all current legislative requirements	On-going as required	Increase in access to all school activities for all pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review layout of furniture and equipment to support the learning process in individual classes.	Children have ready access to a range of resources to	On-going as required	All pupils have access to the National Curriculum.

		support their learning.		
<u>Objective</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timescale</u>	<u>Goal Achieved</u>
<u>Improving Delivery of Written Information</u>				
Increase awareness of staff of the importance of good communication systems	Advice and training as required	Better awareness of employees and adults at the school	On going	Increased effectiveness in meeting pupils' needs
Look at alternative ways of providing information, for example, audio versions for the blind	Advice from associations concerned with disability	A stock of information stored in different formats	Ongoing – as required	Delivery of information pupils, parents and the general public improved
<u>Improving access to the physical environment of the school</u>				
Ensure that all individuals are able to evacuate the School when required to do so	Continuously review all escape routes and Personal Evacuation Emergency Plans in light of changing needs.	All individuals able to evacuate the School quickly and efficiently with minimal risks	Ongoing – as required	Tested during evacuation drills

Ensure all individuals are able to fully access the School premises	Continuously review the School premises in light of changing needs.	All individuals able to fully access the School's premises.	On going	Increased access for all individuals
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