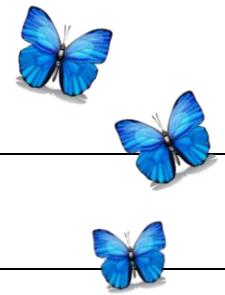


# Chalk Ridge Primary School



Last reviewed November 2024. Next review November 2027

Headteacher: Miss Sue Jackson

*This is a school policy written using The Key guidance*

## Accessibility Plan

At Chalk Ridge Primary School, we strive to provide a learning environment where all individuals are valued and cherished, nurtured and cared for. It is our aim to provide an outstanding education for every child in our school, for lifelong, reflective learning and success. We endeavour to inspire all children to realise their true potential and to develop skills, knowledge and attributes through encouragement and challenge from each other, and all adults who work here.

### 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. Two of our school values, respect and inclusion, ensure that as a school we ensure all children can achieve and be successful.

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 such as Speech and Language, Occupational Therapy and CAMHS.

## **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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 Curriculum and Standards Committee.

## **Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Special educational needs and disabilities (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy

**Action Plan**  
**Accessibility Plan 2024 – 2027**

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers an adapted curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include cream paper, coloured overlays, wheelchairs for long distances and headphones</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> </ul>	<p><i>Short term</i> Teachers and Learning Support Assistants have been trained to teach and support disabled children.</p>	<p>Identified LSAs to effectively carry out interventions such as Food Explorers, Occupational Therapy and Speech and Language activities.</p>	<p>SENDCO to arrange appropriate training and monitoring of interventions</p>	<p>Reviewed in Sept each year.</p>	<p>Staff are confident about meeting the needs of children with a disability.</p>
			<p>Children with disabilities to be able to join in extra-curricular clubs, including Breakfast and After School Club.</p>	<p>Class teachers and the club leaders.</p>	<p>Sept 25</p>	<p>Children with identified interventions made appropriate progress both academically and pastorally.</p> <p>The number of children with SEND attending clubs increases.</p>
		<p><i>Medium term</i> Children to have fair access to clubs and extra-curricular activities.</p>	<p>Teachers to adequately plan for pupils who use a wheelchair for swimming, residential trip and day trips (including risk assessments).</p>	<p>Class teacher alongside the SENDCO</p>	<p>Ongoing</p>	<p>Risk assessments identify clear how barriers to activities have been adapted and/or removed.</p>
			<p>Children with disabilities to have fair access to</p>	<p>Football/netball club leaders.</p>	<p>December 24</p>	<p>The number of children with SEND who participate in</p>

	<ul style="list-style-type: none"> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>		represent the school in any tournaments and matches.			representing the school increases.
Improve and maintain access to the physical environment	<p>The environment at Chalk Ridge is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p><i>Long term</i> Ensure that the outdoor learning space is accessible for all pupils.</p>	<p>Ensure that when the grounds work is done to include a trim trail that it has wheelchair access and appropriate seating.</p> <p>With the implementation of OPAL for lunch activities ensure that each activity is accessible for all children.</p>	<p>Site Manager and Headteacher</p> <p>Headteacher and SENDCO</p>	<p>Sept 26</p> <p>December 25</p>	<p>All children will be able to access the trim trail with their class and peers.</p> <p>All children will be able to choose the activities they want to play with/in with no barriers to accessibility.</p>
Improve the delivery of information to pupils with a disability	Chalk Ridge uses a range of communication methods to make sure information is accessible. This	<p><i>Short term</i> Teachers and Learning Support Assistants have been trained to teach and support children with</p>	Makaton and PECCs training to be undertaken by identified staff and share good practice.	SENDCO to arrange appropriate training	<p>Makaton – December 24</p> <p>PECCS – July 25</p>	Children who need to use PECCS and Makaton to communicate can do so effectively.

	<p>includes:</p> <ul style="list-style-type: none"><li>• Internal signage</li><li>• Large print resources</li><li>• Pictorial or symbolic representations</li><li>• Coloured overlays</li></ul>	<p>communication needs.</p>				
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