

Accessibility Planning Guide





Chesswood Junior School Accessibility Plan Guide



School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.



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1. RACI – Responsible, Accountable, Consulted, Informed

11 January 2023		Policy - RACI Report Bespoke	
Accessibility Plan and Guide			
ID: P03	Area: School	Level: Equalities	
Document Type: Report		Basis: Statutory	
Background:	The accessibility plan guide is created to accompany the 'accessibility plan'. The accessibility plan is created within the school database ensuring there is one data entry for all improvement planning. This document provides the aims, an overview of feedback leading to selected actions; embedded good practice in relation to accessibility; identifies improvement in recent years (1-5).		
Authorisation			
Approval Authority: Senior Leader		Approval date: 11/01/2023	
Approval Guide: 3	No governor involvement – senior leaders will confirm approval therefore ratification (or adjustments required before approval) – governor with responsibility for the area will be notified of the document and the approval process.		
Life Span			
Live date: 11/01/2023		Days: 365	
Term of Review: 1 Autumn		End by: 11/01/2024	
RACI - Responsibility, Accountability, Consultation, Informed			
Accountable Governor:	Philippa JACKSON		
Responsible Governors:	Conceicao PEREIRA ROQUE, Elizabeth LIASSIDES, Philippa JACKSON, Rachel BAKER		
Senior leader Accountability:	Andrew JOLLEY		
Leadership Accountability:	Jeremy HIMSWORTH		
Operational Leadership:	Benjamin MILLER, Jeremy HIMSWORTH, Vanessa RADCLIFFE		
Consulted:	Whole School Community		
Consultation Details:	Website		
Informed:	Whole School Community		
Informed Details:	School Newsletter, Website		
Storage and Communication			
System Location:	...Policies\Accessibility Plan - Statutory		
Hard Copy Storage:			
School Web Path:	HOME - SCHOOL INFO - EQUALITIES - ACCESSIBILITY PLAN		
Web Publication			
Web Site Location:	Website Requirement:	No	
https://www.chesswood.w-sussex.sch.uk/page/?title=Accessibility+Plan&pid=36			



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2. Policy Impact and Audit

11 January 2023

Policy - RACI Report Bespoke

Equality Impact Assessment

Age Impact:	Limited	Age Impact Type:	Neutral
Disability Impact:	High	Disab Impact Type:	Positive
This document accompanies and provides context for the selected actions within the accessibility plan			
Disadvantaged Impact:	Limited	Disadv Impact Type:	Neutral
Faith Impact:	Limited	Faith Impact Type:	Neutral
Gender Impact:	Limited	Gender Impact Type:	Neutral
Marital Status Impact:	Limited	MS Impact Type:	Neutral
Maternity Impact:	Limited	Maternity Impact Type:	Neutral
Race Impact:	Limited	Race Impact Type:	Neutral
SEN Impact:	Limited	SEN Impact Type:	Neutral
Sexual Orientation Impact:	Limited	SO Impact Type:	Neutral

Policy Audit

The definition of disability continues to be accurate			
Outcome:	Fully Compliant	Audited by:	Andrew JOLLEY
		Audit Date:	11/01/2023
Accessibility Plan - Appropriate progress is made against the identified actions			
Outcome:		Audited by:	
		Audit Date:	
Accessibility Plan - Appropriate and meaningful actions have been identified			
Outcome:		Audited by:	
		Audit Date:	
Accessibility plan is updated annually			
Outcome:		Audited by:	
		Audit Date:	
Accessibility Plan is published on the school website			
Outcome:		Audited by:	
		Audit Date:	
Improvements in the past 1-5 years have been reviewed and are identified			
Outcome:	Partly Compliant	Audited by:	Andrew JOLLEY
		Audit Date:	11/01/2023
Further detailed review is required			
Current good practice has been reviewed and is published			
Outcome:	Fully Compliant	Audited by:	Andrew JOLLEY
		Audit Date:	11/01/2023
Equalities Feedback is within the past 3 years			
Outcome:	Not Compliant	Audited by:	Andrew JOLLEY
		Audit Date:	11/01/2023
New online questionnaire developed and live January 23			
The Aims continue to be robust and relevant			
Outcome:	Fully Compliant	Audited by:	Andrew JOLLEY
		Audit Date:	11/01/2023



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3. Policy Links

This policy should be read in conjunction with the following school policies

Policy/Guidance/ Poster	System Link
	School Website Link

Core

General



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4. Introduction

At Chesswood Junior School the vision and mission both concentrate their focus on the words “Whole” and “All”. These words are expected to translate into sustained action to ensure every child and every family regardless of difference can take a full and active part in life at Chesswood Junior School – in order that they can Dream, Aspire, Achieve,

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

5. Purpose

This plan shows how Chesswood Junior School intends, over time, to increase the accessibility of our school for pupils, staff, parents/carers and visitors.

6. Definition

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

7. Aims

Chesswood Junior School, will ensure it make every reasonable effort to secure accessibility of provision for all pupils, staff and visitors to the school. The accessibility plan contains relevant actions to:



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A. Increase access for disabled pupils to the school curriculum

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding and adapting the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as those without disabilities; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning; assessment and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

B. Improve access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

Improve and maintain 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 within a reasonable timeframe;

C. Improve the delivery of written information to disabled pupils and disabled parents.

This includes planning to make written information that is normally provided by the school to its pupils and parents available to disabled pupils and parents. The information should take account of the nature of the disabilities, the preferred formats of the pupils' and parents' and be made available within a reasonable timeframe for example: hand-outs, timetables, textbooks and information about the school and school events.

8. Equalities Feedback

A feedback process is being undertaken in Spring 2023

9. Established Good Practice

9.1. *Curriculum*

- Support provided by Sensory Support Team
- TA support within PE lessons
- Specialist resources – advice from external agencies
- Disability friendly sports within PE



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- Attendance of inclusion sports events
- Practical resources for maths – tactile ruler, numicon, embossed graph paper, braille dice
- Specially trained staff in response to need e.g. braille, manual handling training
- Curriculum adapted to support children in liaison with external agencies e.g. OT, PT
- Specialist IT equipment – IPADS, Clicker Docs, magnification tools
- Specialist sight equipment on loan as required
- Curriculum provides opportunities to develop awareness of various disabilities people endure and highlight actions everyone can take to reduce frustrations and remove hazards.

9.2. *Physical Environment*

- Carpet patterns, contrasting colours and skirting boards
- Disabled toilets including Biobidet toilet
- Accessible entrances
- Safety padding on playground equipment – ie. Basketball posts
- New build and newly replaced doors comply and improve accessibility
- Automatic doors on both buildings
- Environmental audits undertaken by external agencies when required
- Classroom furniture adapted to meet individual need e.g. specialist chairs / height of work surfaces

9.3. *Written Information*

- Letters and Weekly communication adapted for visually impaired parents
- Increased font sizes
- Specialist reading books
- Clicker Docs
- Yellow books – overlays
- All new and updated policies include an equalities impact and assessment section.



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10. Improvements in recent years (1 - 5 Years)

Use of equalities questionnaire with the whole school community enabling leaders to target, more accurately, required improvements in the three key areas. Part of Chesswood's ongoing commitment is to ensure we make every reasonable effort to secure accessibility of provision for pupils, parents, staff and visitors.

10.1. *Increasing Access for disabled pupils to the school curriculum*

- The PE curriculum and extra curriculum includes participation in games specifically designed for people with disabilities.
- All doors have been fitted with finger guard devices
- All doors have been fitted with door closing mechanisms to prevent – slamming
- Liaison with 'Visually Impaired access team' West Sussex LA – ensured appropriate equipment has been purchased or borrowed for children currently on role

10.2. *Improving access to the physical environment of the school*

- Car parking improvements – three allocated disabled parking bays
- Carpet tiles have been laid at 90 degrees with contrasting colours near all doorways
- Contrasting skirting board colours and wall colours have been created throughout the building.
- Core office space has been redesigned removing aspects that made the environment less accessible – particularly during the staff room refurbishment programme.
- PEEPs provided and updated as necessary
- Enable all parents with children with disabilities to drop off children in South Car Park.
- Removal of large trees to reduce slip hazards
- Automatic gates and doors
- Seating provision provided in all playgrounds
- New lighting around entire site
- Accessibility step for minibus

10.3. *Improving the delivery of written information to disabled pupils*



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and school community

- Improved school signage throughout the site
- Enlarged copies of communications – all communication electronic unless requested
- All families can communicate their needs relating to disability during the admissions process
- Use of Large notice boards at all school entrances



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Appendices