



Accessibility Plan 2015-2018

It was developed by	Head teacher
Consultation	Whole School Community
Governing Sub Committee	Whole Governing Body
Policy Success	Inclusion Team
Governor Presentation	Spring 2016
Communication: This policy is hosted on the school website and available for copying from there.	
It will be reviewed:	Every three years
It was last reviewed:	Autumn 2015
Next Review no later than	Spring 2019



Accessibility Plan

School Vision

At Chesswood Middle 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.

Agreement Links

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

- Admissions Policy
- Attendance policy
- Assessment Policy
- Behaviour and Discipline;
- Complaints
- Curriculum Policies
- Education Visits
- Emergency Contingency Planning
- Intimate Care Policy
- Local Offer, SEN Report & SEN Policy
- School Brochure & Home School Agreement
- Single Equalities Scheme

Supporting Material

- Equality Act 2010



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1. 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.

2. Purpose

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

3. 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.

4. Aims

Chesswood Junior School, will ensure it make every reasonable effort to secure accessibility



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of provision for all pupils, staff and visitors to the school. The accessibility plan contains relevant actions to:

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 the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning 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.

5. Equalities Feedback

During spring 2015 the whole school community was invited to return their views as part of the 'Equalities Questionnaire'. This formal questionnaire seeks to support leaders actions and decision making for all equalities duties including accessibility. The information below provides a summary of the information gained.

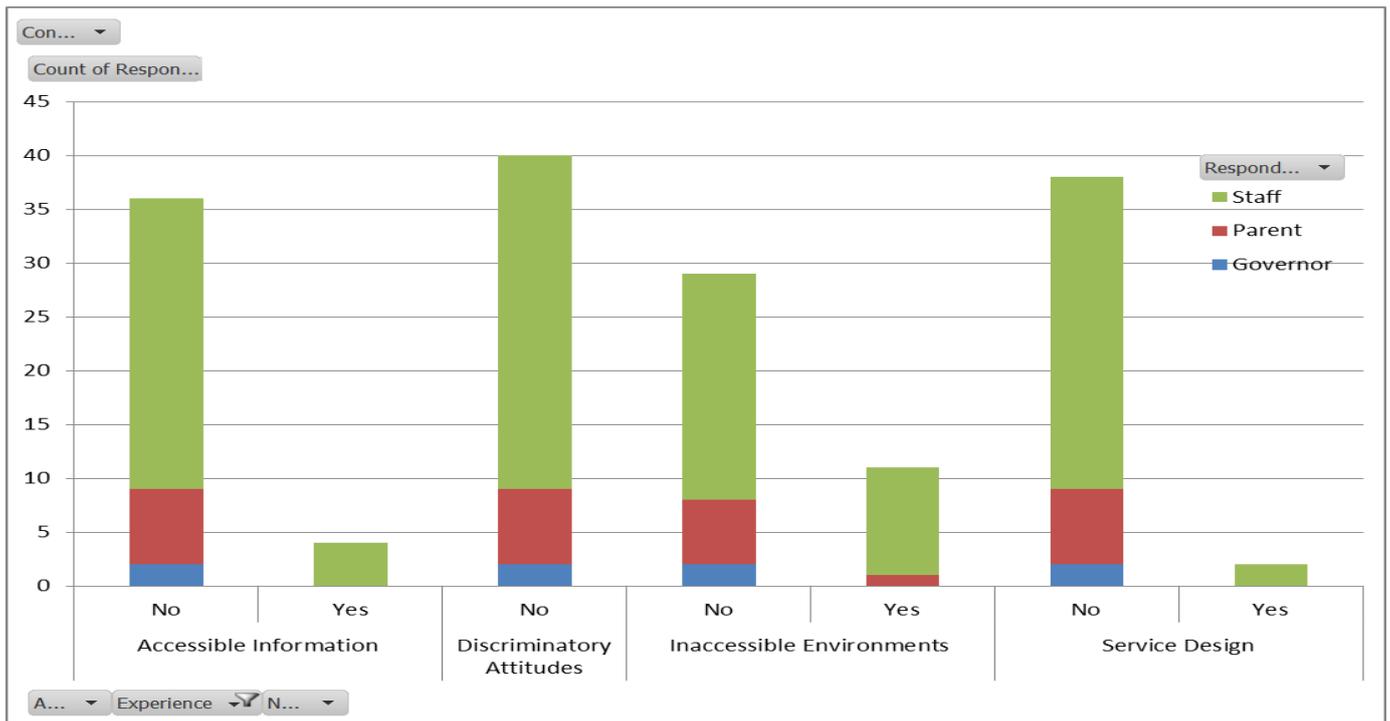
The responses were limited (40 respondents in total, seven of whom were parents and two governors) and they were overwhelmingly completed by school employees. The questionnaire will be repeated during the spring term 2015.



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The chart below clearly demonstrates of those responding the overwhelming majority of responses indicated NO this aspect had not been witnessed. One area ‘Inaccessible Environments’ indicated (although the vast majority had not witnessed any issues) respondents had witnessed more issues – this is reflected in actions already undertaken and in the accessibility plan for 2015-18. A particularly welcome finding was that no respondent had witnessed discriminatory attitudes.

Chart showing the extent to which respondents had witnessed issues in specific areas





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Table sharing all comments relating to issues communicated within the questionnaire.

Count of Comment tone Row Labels	Column Labels Negative
Accessible Information	4
Yes	4
Front door has to be opened and held open by an individual to allow wheelchair access	1
I was unaware that there was a disabled toilet and its location	1
Term dates on school website are not always easy to interpret	1
Wouldn't know where to access information	1
Inaccessible Environments	8
Yes	8
Despite clear requests to all staff, the disabled space is still used or blocked on occasions	
Huts	1
Huts, new building (upstairs), small 'lips' on exits can result in falling/wheelchairs tipping - no automatic doors	1
Huts, new building classrooms on first floor	1
Not inaccessible, but Y5 corridor very narrow. Aware of partially signed student needs, ok when not crowded. If SEN office in use - difficult to find space for private conversation for students	1
Stage? - wheelchair. Not sure if disabled toilets. Disabled access to huts?	1
The huts. Disabled space in car park is sometimes blocked. Lift in new building?	1
Y7 huts	1
Y7 huts are inaccessible to wheelchair users. Lift in new build? Disabled parking space is sometimes blocked.	1
Service Design	2
Yes	2
Access to office/medical room not wide enough (shredder and copier in the way)	1
Library area Y5 corridor. Children continue to run despite slow down signs. Class visits - bottle neck - not ideal space for reading and relaxing with intervention classes, distressed students visiting SEN	1
Grand Total	14

As a result of the comments above the following priorities have been set:

- Install automatic front doors to school reception.
- Ensure visitors have access to a building map to aid there location of toilets – particularly disabled toilets.
- As part of AOT project
 - liaise closely with architect on disabled parking
 - remove all hutted accommodation
- Review all entrances to determine whether they are appropriate for wheel chair



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access.

- Provide a quick reference term guide on school website.

Aspects that will not be addressed include:

Ramp access to school stage – there is insufficient room to include a ramp on to the school stage and maintain entry and egress. However, if access is required by an individual a discrete and appropriate solution will be found.

Lift within new building – there are no rooms that have specialist status on the first floor of the new building and therefore a lift was not required. Where children or adults are unable to access the first floor the organization of the building will be altered to accommodate their needs e.g. Y6 child in wheel chair – mix classes in the building 3 Y6 and Y5 upstairs and the same downstairs.



6. Inclusion and Equal Opportunities

Chesswood Junior School makes every effort to avoid discriminating against particular groups and/or individuals in the application of its policies and its procedures. Furthermore, it will seek to use all policies and procedures to effect a positive impact on equality and inclusion. To that end, an equality impact assessment has been undertaken on this policy in relation to three specific criteria – Race & Culture, SEN & Disability and Gender. Please refer to the statement below to identify the assessed impact of the policy and then to the table to identify the specific procedures in place to reduce or remove the actual or potential inequality; alongside the procedures identified to promote equality.

Impact Assessment:

This policy and its related procedures are judged as having significant impact on addressing inequality and promoting equality.

Procedures and actions to tackle inequality and promote equality:

Procedure or action	Race & Culture	Religion & SEN & Disability	Gender
This accessibility plan sets out multiple actions that have and will reduce and remove frustrations for all children and site users with disabilities and increase the sense of cohesion within the school community.		✓	



7. Current Good Practice

7.1. *Curriculum*

- Support provided by Sensory Support Team
- TA support within PE lessons
- Specialist resources – advice from external agencies
- Disability friendly sports within PE
- Attendance of inclusion sports events – winners 2014/15
- Practical resources for maths – tactile ruler, numicon, embossed graph paper, braille dice
- Specially trained staff
- Curriculum adapted to support children
- Specialist IT equipment – IPADS, Clicker Docs, magnification tools
- Specialist sight equipment on loan

7.2. *Physical Environment*

- Carpet patterns, contrasting colours and skirting boards
- Disabled toilets
- Steps removed – replaced with tarmac ramps
- Safety padding on playground equipment – ie. Basketball posts
- New build and newly replaced doors comply

7.3. *Written Information*

- Letters and Weekly communication adapted for visually impaired parents
- Increased font sizes
- Specialist reading books



- Clicker Docs
- Yellow books - overlays

8. Improvements in recent 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.

8.1. *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
- The vast majority of doors and all classroom 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

8.2. *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.

Age of transfer project

- Removal of all hutted accommodation
- Resurfacing all playgrounds



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- Relocation of library manager space – away from Y3 corridor where space was limited.
- Removed almost all GR 1100 matting which presented a slip, trip, fall hazard particularly to persons with disabilities.
- Improved lighting – although more will be required

8.3. *Improving the delivery of written information to disabled pupils and school community*

- Improved school signage throughout the site
- Enlarged copies of communications



9. Accessibility Plan

9.1. *Non Specific*

Target	Actions	Action complete date – by whom	Success Criteria
Every policy will include an equalities impact assessment section.	All leaders must include an equalities impact assessment within each policy detailing – procedures and actions that are taken specifically to improve aspects for disabled persons	All leaders with responsibility for policy development	All leaders will have considered and identified areas within their responsibility that impact on persons with disabilities and undertake actions to reduce and remove aspects that reduce, frustrate or remove participation.

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

Target	Actions	Action complete date – by whom	Success Criteria
Increase children’s awareness of various disabilities people endure and highlight actions everyone can take to reduce frustrations and remove hazards.	Include disability learning within the normal curriculum and within assembly planning. Focus on actions that everyone can take as part of normal daily life to reduce the frustrations and exclusion of people with disabilities.	Inclusion Team Head Teacher PSHCE Leader Autumn 2015 – on –going and embedded Autumn 2016	All children can identify actions they could take to help support people with disabilities. Most children can state actions they have taken as a result of this programme All staff make active and constant efforts to remove potential frustrations within the school environment e.g. organisation of equipment, clear corridors



9.3. Improving access to the physical environment of the school

Target	Actions	Action complete date – by whom	Success Criteria
Ensure whole site is designed to meet the needs of severely visually impaired pupils and visitors	Liase with visual impairment advisory team to determine action necessary.	Inclusion team & Site Manager Autumn 2015	Pupils and visitors report there are no further reasonable improvements to be made to ease their movement or improve their safety when moving around the school site
All disabled persons visiting the school site benefit from appropriate PEEP (Personal Emergency Evacuation Procedures) review.	Create permanent PEEPs and temporary PEEPS in line with Emergency Evacuation policy and procedures	Inclusion Team Autumn 2015 – on –going and embedded Autumn 2016	all necessary procedures are in place to support the evacuation of users with additional needs, so they: <ul style="list-style-type: none"> ○ Leave the building efficiently and effectively ○ Are confident with their personal evacuation plan and that they are capable of following it.
Enable all parents with children with disabilities to drop off children in South Car Park.	Provide an access key for parents with children with physical disabilities – e.g. wheel chair, severe visual impairment Determine guidance on use of access key. Include as part of induction process.	Inclusion team and IT Manager Summer 2016	All children with disabilities may be dropped off on school site safely.
Remove remainder of GR1100 all weather matting	As a result of the increased risk of injury particularly to disabled persons the remaining GR1100 must be removed.	Site Manager Autumn 2015	All surfaces on the school site are appropriately safe.
Leaf & litter reduction and removal	Purchase and use leaf blower to ensure play grounds and paths	Site Manager Autumn 2015	There are no slips, trips or falls for any user, especially those with disabilities as



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<p>Owing particularly to a number of large trees shedding leaves on site there is a need to manage this to reduce slips trips and falls particularly for disabled users.</p>	<p>remain clear of litter and leaf litter.</p>		<p>a result of litter and leaf litter lying on the ground.</p>
<p>Reduce frustration and inaccessibility of main reception entrance and main pedestrian gate – both too heavy and cumbersome for disabled users to navigate</p>	<p>Liaise with West Sussex LA to supply and install: Automatic doors for reception – including appropriate security Mechanised opening for the large pedestrian gate on the southern playground. Provide local authority with video of difficulties disabled users are experiencing on school site.</p>		
<p>As the school has increased in size and has reduced the age of children attending there are notably more grandparents picking up and dropping off. In many cases their ability to stand for extended periods of time is limited – appropriate seating provision for priority use is required.</p>	<p>Purchase suitable dual use outdoor furniture – Used for outdoor learning and for supporting visitors who find standing for extended periods challenging. Seek sponsorship from local businesses to purchase furniture.</p>	<p>Head Teacher & Site Manager Autumn 2015</p>	<p>All school visitors with a permanent or temporary disability are able to sit comfortably whilst waiting. The furniture can also be used in appropriate weather conditions for outdoor learning and at play time for playing board/ card games</p>
<p>Night lighting assessment</p>	<p>Undertake a night lighting assessment to ensure site users, particularly disabled users</p>	<p>Site manager – Autumn 2015</p>	<p>All users particularly those with sight impairment are able to use the external premises safely at night – open</p>



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	(eyesight) are not put at additional risk as a result of inadequate lighting. Where appropriate commission and install new lighting.		evenings, school discos (pick up), concerts.
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9.4. Improving the delivery of written information to disabled pupils

Target	Actions	Action complete date – by whom	Success Criteria
Ensure all families can communicate their needs relating to disability during the admissions process	Adjust the school admissions form to include an opportunity for new families to identify whether they are registered disabled and whether they may require any specific actions to reduce or remove frustrations and aspects that may exclude them from any school activity.	Head teacher and Senior Administrator Autumn 2015	Every family can confirm that: they have been actively encouraged to identify how the school could meet their needs more closely aspects raised have been addressed as far as reasonably practicable.
Ensure all central labels used by children with visual impairments are written in Braille	With support of children with visually impaired children label all central resource boxes and library shelves/boxes using braille.	Inclusion Team Spring 2017	All central resource boxes and library shelves/boxes are labelled using braille.