

WEST CHILTINGTON COMMUNITY SCHOOL

ACCESSIBILITY PLAN



Date Approved by Governors:	Q&S 23 rd June 2015
Date of Next Review:	June 2017

Accessibility Plan

Under the Equality Act 2010 schools should have an Accessibility Plan. This contributes to the duty to not “unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010, relating to Disability. Accessibility plans are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

At West Chilton Community School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Head teacher and evaluated by the relevant Governors’ committee.

Aims for the Accessibility Plan

In line with the school’s vision statement and aims.

- ❖ At West Chilton School we are fully committed to providing a broad and balanced curriculum that meets the specific needs of disabled members of the school, individuals and groups of pupils.
- ❖ Closely working with external agencies we aim to remove barriers to learning in all areas of the school.
- ❖ We set suitable learning challenges, responding to diverse learning needs.
- ❖ We aim to overcome potential barriers to learning and assess individual and group needs.
- ❖ All pupils are equally valued.

With these values the plan / consultation sets out West Chilton school’s total commitment to promoting the Disability Equality Duty. (Single Equality Policy).

Definition of Disability

For the purpose of the plan the following definition is used:

A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' .

West Chiltoningon Community School Aims and Values

The accessibility plan incorporates the aims and values of our school.

The aims and values of the school are underpinned by our belief that West Chiltoningon Community School must be a place where creativity can grow and thrive. Education should be an intensely personal and social experience. Through working with children, understanding their needs and listening to them, we craft experiences with them that will unleash talent and prepare them for all the challenges of life in the twenty-first century.

Our vision for the qualities and attributes that will characterise the children, will sustain them and provide a firm foundation for them to be successful learners, confident individuals and responsible citizens is founded on our values.

School must be a dynamic place where no one year looks and feels like another. During their journey through our school, there are a set of core skills which everyone must learn. They must become independent, self-managing, self-motivated and proficient in the core skills associated with reading, writing and mathematics. It is our role to help them to unlock their personal creativity.

Making this work is a job for all of us to ensure children encounter a vast array of experiences which might light the fire of creativity within them. These experiences will be physical, technical, practical and imaginative. In simple language, the experiences may be doing stuff, making things, going places and meeting people.

Our Curriculum is evolving to ensure that we meet these challenges. We aim to ensure that we maximise our engagement with the fantastic environment in which we live and work, to draw on the knowledge and expertise of a very talented school community and to look beyond the boundaries of our surroundings to ensure that children have the opportunity to engage with the national and international communities.

We welcome ideas and thinking from all of our school community and look to it and beyond for our own inspiration and learning. At West Chiltoningon, everyone is a learner and we like to share the things that make us think.

School Context

The School is a single storey building. The new reception extension has easy wheelchair access which leads via a wide corridor into the classroom area. There are two additional classroom accessed via a covered walkway with an access ramp to a Portakabin installation.

The disabled toilet facility is located in to the hall area next to the Windmill Suite.

Previous actions to improve access include:

- Installing electronic TFT screens in teaching rooms thus increasing the extent to which disabled pupils could participate in the curriculum, as children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic interaction is used.;
- Improved access and wheel chair user friendly toilet installation next to the Windmill Suite
- Provision of a disabled parking bay in front of the School.
- Staff within the school have been trained so that children with medical needs can fully participate in the curriculum and access educational opportunities.

Objective	Strategies	Timescale	Responsibility	Evaluation
Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;				
The layout of the school allows appropriate access for all pupils, staff and parents/carers to all areas.	Access issues reviewed in Personal Plan and EHC Plan planning processes, working with specialist support services, to identify any adaptations needed to physical environment.	As required.	SENCo	Through Personal Plan and EHC Plan monitoring.
	Access issues considered and planned for after staff recruitment and at induction.	After staff recruitment.	Head.	Staff member and Head to monitor effectiveness.
	The needs of disabled pupils, staff, parents/carers and visitors are considered when planning any redesign.	As required.	Head, Governors, Premises Manager, School Surveyor.	Redesign of physical environment to be audited for accessibility.
Access and signage supports the access of people with a visual impairment.	When replacing furnishings and when redecorating, ensuring good contrast between furniture and the background. Ensuring step edges and changes of level are clearly marked.	As required.	Premises Manager.	Monitored by SENCO and Governors.
Support pupils to access facilities through the use of specialist equipment, including IT hardware and software.	Through the Personal and EHC Planning processes identify and provide specialist equipment required to support access, working with specialist support services where appropriate.	As required.	SENCo, working with specialist services.	The effectiveness will be monitored as part of Personal Plan and EHC Plan.
Improving the availability of accessible information to disabled pupils				
Ensure that information is accessible to pupils, parents, carers and staff.	Information is accessible and in a variety of formats to meet identified needs, including in print, electronically and on the website, where appropriate.	Ongoing.	Office, SENCo, Website.	Through the monitoring of plans and feedback form children, staff parents and carers.
	Staff are trained to support access to information for those with specific needs, such as for those with dyslexia.	As required.	SENCo to coordinate.	Evaluation of training by staff and SENCo and through annual audit of training needs.

Objective	Strategies	Timescale	Responsibility	Evaluation
Ensure that information is accessible to pupils, parents, carers and staff.	<p>Staff are aware of how to access support, such as translators and sign language interpreters, when required.</p> <p>Parents' and carers' specific needs regarding accessing information are assessed and planned for at school entry.</p>	<p>On taking up their post and ongoing.</p> <p>At school entry of their child and updated when necessary.</p>	<p>SENCo.</p> <p>Class teachers, School Office.</p>	<p>Effectiveness of Parents'/Carers' access to information reviewed at meetings with class teacher.</p>