



Policy agreed on:.....

Signed:Rebecca Vousden..... Headteacher

Signed:Tim Hart..... Chair of Governors

Review Date: July 2027

1. 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.

Our ethos and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils to be confident, happy citizens.

Our key school values are "Aspiration, Compassion and Enthusiasm (ACE)" is intrinsic to school life.

Everyone at Chilton is committed to ensuring that our children grow up to be self-aware and well-rounded individuals with an understanding of their place in the community and the wider world.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Children with additional needs to make good progress.</p> <p>Children have the appropriate resources/facilities to access all learning.</p>	<p>SENCO to monitor inclusion of all children in all lessons.</p> <p>Discussions at staff meetings.</p> <p>SENCO to continue to support staff advising on specialist support when needed.</p> <p>School to be aware of support services available.</p> <p>SENCO to look at new school admissions and plan how we can accommodate their</p>	<p>Kelly Knight</p> <p>Rebecca Vousden</p> <p>All staff</p>	Ongoing	<p>All children to have access learning.</p> <p>Staff to ensure that actions are taken to accommodate medical & physical needs of a pupil.</p>

	The curriculum is reviewed to ensure it meets the needs of all pupils.		needs. Transition to new class teachers and arrangements to support specific learners.			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Accessible doorways • Whole school is on one level • Corridor width • Disabled parking bays outside of the school and in the car park. • Disabled toilets and changing facilities <p>Health & Safety audits carried out.</p> <p>Specific children and adults have Personal Evacuation Plans.</p>	<p>Children and adults are able to access all areas of the school</p> <p>Personal Evacuation Plans, Individual Health Care Plan to be reviewed regularly.</p>	<p>Hoist to be serviced and re-enabled if required. Currently not used.</p> <p>Staff training on use of equipment if required e.g. hoists.</p> <p>SENCO to contact outside agencies for support for specific needs.</p>	<p>Kelly Knight Rebecca Vousden Christine Reardon All staff</p>	<p>Ongoing with regular reviews in place</p>	<p>Children and adults have access to all facilities in school.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille (if needed) • Induction loops & sound field systems • Sign language and pictorial symbols used to support specific learners. <p>Children have their own learning needs met as part of their EHCP's or SEN Pupil Profiles.</p> <p>Outside agencies recommend resources etc.</p>	<p>Children and adults to be able to access all areas of school.</p> <p>Access to all subjects and resources.</p>		<p>Kelly Knight Rebecca Vousden All staff</p>	<p>Ongoing and specific needs reviewed 3 x a year as part of SEN process.</p>	<p>The school is accessible to everyone. Teaching and the environment is adapted to meet individual needs.</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the school governors and headteacher.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND Policy
- Supporting pupils with medical conditions policy.