



## Chambersbury School Accessibility Plan 2024 - 2027

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.



## **Vision Statement**

Our school vision is for Chambersbury Primary School to be a place where each individual is cared for deeply, valued and respected – where everyone in the school community has the opportunity to learn in an environment full of excitement and fun, so they can grow up to be “change-makers” and “assets” in the community, society and world they live in.

We are committed to helping every child to fulfil their potential and providing an accessible environment in which all pupils, staff, parents and visitors find their strengths recognised and their needs met.

We are ambitious for all our pupils and committed to providing an inclusive education in a positive and supportive culture.

We actively tackle discrimination.

## **Definition of Disability**

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

- a) They have a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

## **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’. This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 1) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- 2) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- 3) Improving the delivery of information to disabled pupils

## **This plan should be read in conjunction with our:**

Equality Policy  
Teaching and Learning Policies



Anti Bullying Policy  
Behaviour Policy  
SEN Policy  
Health and Safety Policy  
Staff Development Policy  
School Improvement Plan

And with:

The Equality Act (2010)  
The SEND Code of Practice (2015 or latest update)  
Keeping Children Safe in Education (latest update)

## **Aims**

1. To enable full access to the curriculum for pupils with disabilities
2. To enable full access to the physical environment for pupils, parents, staff and visitors
3. To enable full access to written materials and information for pupils, parents, staff and visitors

## **The Plan in Action**

1. The School will identify barriers to accessibility through its Accessibility Plan (the Plan). These include the physical environment of the school, the content and delivery of the curriculum and the provision of information and make timely and relevant improvements to access.
2. The Plan will cover a three year period and be formally reviewed at the end of that time and monitored during that time.
3. Meeting the specified needs of a child accepted as a pupil at the school (by implementing reasonable adjustments) will be given priority over general improvements within the plan in any year.
4. Accessibility is taken into account when making procurement decisions about school equipment, fixtures and fittings.
5. Access audits of the school environment will be undertaken regularly, these will inform the appropriate section of the Plan.
6. Progress in implementing the Plan will be monitored through governors' committees
7. The Plan will be monitored by the SLT and SENCo and also by Ofsted as part of their inspection cycle.

## **Good Progress from the Previous Plan**

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All class teachers produce termly Provision maps which detail reasonable adjustments made for children in that class. These are reviewed with the SENCo at least three times a year.

A rolling programme of Hertfordshire Steps training is in place for all staff to enable them to communicate effectively with children and with each other.

The school works with a range of professionals to take advice and enable them to meet the needs of pupils with disabilities. These include: Occupational Therapists, Speech and Language Therapists and ISL teams such as the Neurological Impairment Team.

MHST team provides social, emotional and mental health support for parents and pupils with weekly sessions based on family's needs. An art therapy student is invited to do their placement at school, during which the trainee provides art therapy sessions to children who have SEMH needs.

Access walks took place with the Site Manager to make the environment safer for children with disabilities and to support risk assessments.



## Accessibility Plan 2024-2027

### Improving Curriculum Access at Chambersbury School

Target	Strategy	Outcome	Responsibility	Progress
Reasonable adjustments are appropriately creative, include parent and pupil voice and are made on an anticipatory basis	<p>Transition meetings and new arriver meetings are held between staff, pupils and parents to plan ahead for the needs of the learner.</p> <p>Transition notes are prepared and used to inform provision mapping.</p> <p>Provision maps are in place for the start of each term and adapted during the term as needed.</p> <p>The SENCo oversees provision maps, reviews, monitors and includes advice from external professionals.</p> <p>All teachers keep well informed about the needs of children with different disabilities and appropriate reasonable adjustments.</p> <p>Provision maps include reasonable adjustments and are evaluated with pupil and parents for success.</p>	<p>All children with disabilities are making good progress in school.</p> <p>Children settle into new classes and into school quickly.</p>	<p>SENCo</p> <p>Class teachers</p> <p>TAs</p> <p>SLT</p>	
Interventions to support learning disabilities and SLCN are evidence based, reviewed regularly and are additional to access to a balanced curriculum	<p>Advice is sought from ISL and other external professionals and incorporated into provision maps.</p> <p>Interventions are planned so that they are time limited and children do not always</p>	<p>Records and assessments show that interventions are having a positive impact on learning.</p> <p>Provision mapping shows that teachers stop</p>	<p>Teachers</p> <p>SENCo</p> <p>TAs</p>	

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	<p>miss the same part of a lesson. No intervention will take up a whole lesson.</p> <p>All interventions are recorded by teachers on provision maps and evaluated for success with pupils and parents.</p> <p>The SENCo monitors all provision maps and intervention programmes and refers to and liaises with external professionals to map and assess the provision across the school.</p>	<p>interventions that do not make a difference for the child.</p> <p>Children's learning shows progress and engagement across the curriculum.</p>		
<p>All adults consider the impact of changes to learning and the school day on children with disabilities and plan accordingly</p>	<p>Strategies like social stories are in place to support learners with difficulties with transitions.</p> <p>Plans for events include planning for vulnerable and learners with disabilities.</p> <p>Parents are kept informed of changes and staff work with parents to make change as easy to manage as possible.</p> <p>Herts Steps is used to produce risk reduction plans for children with anxious or dangerous behaviour to support their needs and the needs of the school community</p>	<p>Children with disabilities are accessing and engaging with novel aspects of learning.</p> <p>Attendance, trip and clubs registers show good engagement by pupils with disabilities and SEN.</p>	All staff	
<p>The whole school community is aware of the issues of bullying and</p>	<p>Issues around bullying of people with disabilities are discussed in:</p>	<p>Children can talk about bullying and know how and when to report</p>	<p>SENCo SLT Teachers</p>	

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<p>discrimination as it affects people with disabilities</p>	<p>PSHE Assemblies Anti Bullying Week School bullying policy is followed in all cases of ableism.</p>	<p>incidents.</p>		
<p>People with disabilities see themselves represented in our school – in learning materials, books, assemblies and other shared experiences</p>	<p>All teachers to choose materials that contain representation of a full range of disabilities when choosing learning resources.</p> <p>Assembly topics include themes of representation.</p> <p>When purchasing new books, the English Lead and other members of staff consider representation of characters and authors.</p>	<p>A good range of representative learning materials is in place in school.</p> <p>Assembly schedules show a range of inclusive topics are covered</p>	<p>English Lead SENCo Teachers</p>	



## Improving the delivery of written information at Chambersbury Primary School

Target	Strategy	Outcomes	Responsibility	Progress
The school community are signposted regularly to information in different formats	<p>All teachers are aware of potential needs of parents and make reasonable adjustments to accommodate needs around parents' consultations and other key sources of information.</p> <p>The school website makes reference to alternative information resources.</p> <p>All staff consider the timing of information sharing and the need for this to be repeated/different when considering people with learning disabilities</p>	<p>All parents feel well informed of matters relating to their child</p> <p>A range of communication methods are available and used widely by all staff</p> <p>The school website is enabled for maximum accessibility</p>	Office staff SENCo Teachers	
School communication is designed for ease of access for people with learning disabilities	<p>All staff making best use of a wide range of ways to communicate with parents and using parent and pupil voice to make informed choices.</p> <p>Key information is simplified as needed and graphic information is used as required</p>	<p>Members of the school community are well informed about key information.</p> <p>Parents use school communications to make good decisions about their children's education</p>	SENCo Teachers Office Staff	
School shares information from and access to other professionals within the community in order to facilitate access	<p>DSPL parent information is shared through parent mail.</p> <p>Family worker drop ins as well as referrals are in place as part of</p>	<p>Family worker drop ins are well attended.</p> <p>Parents are supported outside of school</p>	SENCo SLT	

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	signposting to services that can help meet needs.			
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## Improving the physical environment to increase access to education

Target	Strategy	Outcomes	Responsibility	Progress
All school spaces are organized to be mindful of the needs of people with physical disabilities, ASD, mental health needs and learning disabilities	<p>Teachers and all staff consider physical access requirements for spaces. Access to whole school events (eg plays) are organized to promote access and individual arrangements are made for visiting people with disabilities</p> <p>Adjustments are made for pupils with disabilities to enable them to access whole school learning such as assemblies, pantomimes and sports day. These may include provision of equipment, adult support or time limits.</p>	<p>All members school community feel able to attend school events.</p> <p>Health and Safety and risk assessments support this inclusive practice</p> <p>Individual risk assessments are in place as necessary and these enable children to participate to their full potential</p>	<p>Site Manager SLT Teachers Office Staff</p>	
Classrooms as learning environments are inclusive of children with learning difficulties and ASD	<p>Teachers and TAs consider the accessibility and sensory impact of displays.</p> <p>Low-input areas are in place for those who benefit from them.</p> <p>Language is accessible on all displays and written communication. In Foundation Stage and where appropriate, symbols and pictures are used.</p>	<p>An Inclusive checklist (SEND toolkit, 2023) self-audit shows teachers using a range of display techniques in their classrooms</p> <p>Classroom displays are in easily read font and written materials are dyslexia friendly, evidence of visuals is seen throughout the school</p>	<p>SENCo Teachers TAs</p>	
The school site feels safe, secure and	Teachers and TAs identify any sources of	Individual children make	SLT Site Manager	

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<p>predictable to children with mental health needs, learning disabilities, ASD and physical disabilities</p>	<p>distress for individual children and take reasonable steps to alleviate it, this may include providing quiet spaces, ear defenders and alternative learning arrangements in classrooms.</p> <p>Safe spaces are provided if needed.</p> <p>The site manager takes all reasonable steps to secure the site for pupils and can be available to talk to children about safety if that supports them.</p> <p>Visual timetables and morning learning whiteboard screens prepare children for changes and increase the predictability of the day. Children who have a particular need for predictability are given jobs around monitoring class timetables and may have individual timetables.</p> <p>Provision maps ensure that individual needs of pupils are met, these are reviewed by the SENCo.</p>	<p>good progress and report being happy in school as their needs are met.</p>	<p>SENCo Teachers TAs</p>	
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