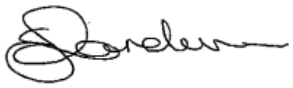
Chestnut Park
Primary School

# Accessibility Policy

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| Academy Name | Chestnut Park Primary School |
| Last Reviewed | September 2026 |
| Review Frequency | Annually |
| Review Date | September 2027 |
| Signed – Acting Headteacher |  |
| Signed: Chair of Governors |  |

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## 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.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, acceptance and inclusion.

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.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including, pupils, parents, staff and governors of the school.

## 2. Academy Information

The Academy's layout and facilities

The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy.

The Academy occupies a site located in Chestnut Park, in the North end of Yatton. The school building has one level and all classrooms as wheelchair accessible. Within the main building there is a large open plan area which facilitates group learning activities and a large sports hall. Facilities also include a disabled toilet and a shower room.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- Improve Physical access to the Academy
- Improve access to the curriculum
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Attached are action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has a statement of special educational needs, or an Education, Health and Care (EHC) plan the Academy will work with the Local Authority (LA) who makes and maintains the statement / EHC plan to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

## 3. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

This policy complies with our funding agreement and articles of association.

## 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 Schools Local Governing Body.

## 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
- Supporting pupils with medical conditions policy

## 6. Action plan

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

| **Improving Physical Access** | | | |
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| **Target** | **Strategies** | **Timeframe** | **What will success look like** |
| The school is aware of the access needs of disabled pupils, staff, Academy Council, parent/carers and visitors | To create access plans for individual disabled pupils as part of the IEP process when required<br><br>Be aware of staff, Governors and parents access needs and meet as appropriate.<br><br>Through questions and discussions find out the access needs of parents/carers.<br><br>Consider access needs during recruitment process.<br><br>Ensure staff aware of Environment Access Standard | SS required<br><br>Induction and ongoing if required.<br><br>Annually<br><br>Recruitment process. | Pupil Passports and Provision Maps in place for disabled pupils and all staff aware of pupils needs.<br><br>All staff and Governors feel confident their needs are met.<br><br>Parents have full access to all school activities.<br><br>Access issues do not influence recruitment and retention issues. |
| To ensure fire evacuation plan is comprehensive in view of PEEPs | Headteacher to review exit routes Personal Evacuation Plans (PEPs) to be put in place if required. All staff are trained in prevention of fire and response to finding a fire. | Term 1 2024 | Staff are fire trained. Staff are aware of PEPS and know what action to take in the event of fire |
| Maintain safety for visually impaired people | Check if any children have a visual impairment and record on schools IHCP<br><br>Check exterior lighting is working on a regular basis<br><br>Ensure clear panels of glass are marked to support visual awareness. | Annually, and as new children join the school throughout the year | Visually impaired people feel safe in school grounds. |

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| Accessible car parking | Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school<br><br>The gate into the school can be opened to allow people with mobility issues/ wheel chairs to access the main school building. | Term 1 | Disabled pupils and visitors can park close to the school to support ease of access. |
| Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children | Seek support from LA advisory teachers or external support agencies | As required | All children have access to the appropriate environment.<br><br>Hearing and visually impaired pupils are supported to access the physical environment. |
| Ensure that the medical needs of all children are met fully within the capability of the school. | Conduct parent meetings to establish the need of each child. Liaise with external agencies including school nurse to review support. Identify training needs and book where needed. Ensure 'health care plans' are completed for all children with complex medical conditions. | Ongoing | All children with a medical condition will have a 'health care plan' with details of their condition and treatment required including emergency procedures. Asthma records will be up to date. The catering company will be informed of all children with confirmed food allergies.<br><br>All relevant staff are fully aware of pupils medical needs. |

| **Improving Curriculum Access** | | | |
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| Target | Strategies | Timeframe | What will success looks like |
| Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum. | Staff training provided both in school and by multi-agencies when appropriate. | Ongoing | Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.<br><br>Flexible approach to disabled pupils and increase in access to the National Curriculum.<br><br>Success of disabled pupils in assessments. |
| Access to learning/ in class provision | Review SEND children's access to curriculum within class sessions.<br><br>Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.<br><br>Ongoing monitoring from SENCO.<br><br>Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptions. | Ongoing | All pupils have equal access to a brad and balanced curriculum |
| Increase confidence of all staff in differentiating the curriculum. | Staff training provided both in school and by multi-agencies when appropriate. | Ongoing | Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum. |

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| | | | Curriculum design meets the needs of pupils with SEND. |
| Teachers and LSA's aware of individual needs and organise their classrooms to promote the participation and independence of all pupils | In the summer term, SLT meet with the staff to ensure they understand the individual needs that will be in their new class. Provide opportunities for collaborative working with the previous teacher to share strategies and good practice.<br>Ensure all recommended strategies are implemented | Term 6<br>Ongoing | 100% of staff who have a child with complex needs in their class will understand how to best meet those individual needs and will have put the recommended strategies in place.<br>Throughout the year, strategies suggested by outside agencies will be put in place for a sustained period of time<br>Strategies successfully used to support pupils with complex needs to access the curriculum. |
| Ensure children with SEN are planned for appropriately with challenge in all lessons and that this is recorded on planning sheets. | CPD for staff on sequence of learning, use of planning documents and expectations.<br>Individual CPD for staff working with children with specific or complex needs.<br>Regular monitoring by SLT of planning on the system to check level and sequence of learning. | Ongoing | All classes will have appropriate planning for children with SEN including clear, accurate sequences of learning, appropriate pitch and high expectations.<br>Learning activities will be practical, and stimulating for children.<br>Children with SEN will be taught by both the teacher and LSA across the week<br>Planning is appropriate for pupils with SEND to ensure that |

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| | | | all pupils are challenged and make appropriate progress. |
| Interventions are used where there is an identified need. | Multi-agency reports, school assessments and EHCP's are used to identify the need for interventions.<br>Interventions to be proactively planned between Headteacher, SENDCO and class teacher.<br>Meet with parents/carers prior to interventions for permission and to develop understanding of intervention purpose.<br>Hold regular meetings for all stakeholders to discuss progress in interventions.<br>All teachers to attend training on writing SMART targets for pupils individual 'Pupil Passports or 'Provision Maps'. | As required<br>Ongoing | Pupils are parent's views heard and considered.<br>Interventions are accessible and planned to meet all pupils' needs.<br>Class teachers are included and informed about interventions.<br>Pupils are able to access the curriculum to facilitate individual progress being made. |
| The entire curriculum is accessible to all pupils | Staff CPD as relevant for all pupils with additional needs.<br>Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity.<br>Ensure resources fully meet the needs of all learners –including the use of ipads and specialist equipment.<br>The curriculum will provide opportunities for Inclusion Equalities and Access to be explored. | Ongoing.<br>Termly Review – following focus aspects of learning and linked with Academy Improvement Plan | The curriculum will be full accessible to pupils regardless of their disability<br>All pupils participating in the school curriculum. |
| To fully support children with additional needs as they transfer into Reception from external Pre-Schools. | The SENCO / EYFS Lead will contact Nursery's/ Preschools in the Spring Term to discuss children with additional needs coming into Reception.<br>Meet with other service providers who support children who will be joining Reception. | Term 6 | EYFS / SENDCO will have a good knowledge of the children with additional needs who are joining reception and the support they will need. Principal will have a clear picture of the |

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| | Analyse the Reception intake list to ensure all preschool providers are contacted.<br>Offer additional transition opportunities for parents and pupils with additional needs.<br>Participate in the link programme for children with additional needs. | | staffing required to support these children. Reception staff will be able to plan for these children before they start in September<br>All staff fully aware of the needs of pupils joining reception. |
| The progress of pupils with SEND is regularly reviewed | Analyse progress data for children with SEN every term, looking at children making expected progress, better than expected progress or less than expected progress in each year group.<br>Identify individual pupils causing concern and actions to support these pupils.<br>Calculate the number of children with SEN who achieved the expected level for their year group. | Ongoing | Headteacher and SENDCO will have a clear understanding of the picture of attainment/progress for children with SEND in the school. There will be a clear action plan to support those with inadequate progress with reviews of interventions planned.<br>Progress of Pupils with SEND is regularly reviewed and class teachers are supported in using this assessment information to plan the continuing provision. |
| All school visits and trips need to be accessible to all pupils | Risk assessments to ensure that all children including children with physical disabilities can access trips.<br>Ensure venues and means of transport are vetted for suitability<br>Ensure staff are fully briefed with regards to children with SEND | Ongoing | All pupils are able to access all school trips and take part in a range of activities |

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| Review PE curriculum to ensure PE is accessible to all pupils | Review PE curriculum to include disability sports | Annually | All pupils have access to PE and are able to excel, for example via support from an adult |
| Ensure disabled children can take part equally in whole school events, lunchtime and after school activities | Ensure whole school events can be adapted to include all children<br>Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school | As required | Disabled children feel able to participate equally in out of school activities. |
| Ensure all staff have specific<br>training on disability issues | Identify training needs at regular meetings | Ongoing | Raised confidence of support staff |
| Ensure all communication with Parents is clear | Ensure parents have access to our SEN provision/SEN school offer currently on the school website.<br>Ensure parents meet and can contact SENCO at any time.<br>Parents meet regularly with SENCO to access further support and advice.<br>Ensure that the annual report to parents of SEND is accessible and informative for parents. | Ongoing | Parent/school communication is strong<br>Parents confidently contact SENCO for support and advice. |
| Pupil Voice is shared and acted upon. | Children are given opportunities to share their concerns, their views and their ideas.<br>Adaptations are made as needed. | Ongoing | Children's voice is heard and acted upon. |
| Complete Governors Annual Report. | Complete the Governors Annual Report | Annually | The Governors will have a clear picture of the provision for SEN children across school and the impact on progress. |

| **Improving the Delivery of Information** | | | |
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| Target | Strategies | Timeframe | What will success look like. |
| Ensure the availability of written material in alternative formats | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | Ongoing | The school will be able to provide written information in different formats when required for individual purposes. |
| Make available school brochures, school newsletters and other information for parents in alternative formats | Review all current school publications and promote the availability in different formats for those that require it. | Ongoing | All school information available for all. |
| The School provides an electronic method of reporting to parents | Provide Reports electronically to parents | Annually | The school provides electronic reports to parents. |
| Mid-year and Annual review information to be as accessible as possible. | Use child friendly 'Pupil Passports' containing individual targets.<br>Pupil Passports to be shared with the parents both verbally and in written format.<br>Mid-year / Annual review format to be shared verbally and in written form. (Translated to alternative languages where necessary) | Ongoing | All parents, pupils and staff will fully understand a child's pupil passport and Midyear/ Annual review information.<br>Information provided in a variety of ways to ensure it is accessible for pupils or parents who may have a disability. |
| Provide information in other languages for pupils or prospective pupils | Access to translators, sign language interpreters to be considered and offered if possible | As required | All Parents and pupils will have access to information in a language that is understood.<br>Pupils and/or parents feel supported and included |

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| To establish parent support groups for parents of children with complex needs. | Invite all parents of children with SEN to a meeting to introduce the SENDCO and support staff.<br><br>Sign post parents to external parent support groups in the community.<br><br>As the school grows, invite parents of children with complex needs to attend a parent support group every term. Plan theme of each session collaboratively with parents, involving outside agencies as needed. | | Parents of pupils with complex needs and disabilities regularly attend parent support groups. |