

CHELLINGTON CHURCH OF ENGLAND FEDERATION



Happiness Through Wisdom

“Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel.”

Proverbs 20:15

**Christopher Reeves VA Primary School/
St. Lawrence VA Primary School**

ACCESSIBILITY PLAN

February 2021

Review Date: February 2023

The Chellington Federation is deeply committed to inclusion and equality, as a caring, dynamic and alert community of learners, and as an expression of our distinctive Christian character. We are committed to providing a fully accessible environments which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. This also requires us to challenge negative attitudes about disability and accessibility and to developing a culture of awareness, respect and inclusion.

This Plan responds to the requirements of the **Special Educational Needs and Disabilities Code of Practice 2015: 0 to 25 years** and the **Equality Act 2010**.

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

SEND Code of Practice Jan 2015

Many children and young people who have SEN may have a disability as defined by the Equality Act 2010 ('a physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'). The Equality Act sets out the school's legal obligations towards children with a disability:

- we must not directly or indirectly discriminate against, harass or victimise disabled children
- we must not discriminate for a reason arising in consequence of a child or young person's disability
- we must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers; this duty is anticipatory
- we must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children
- we must publish information to demonstrate our compliance and our objectives under the public sector equality duty (*See Equality and Inclusion Policy*)

The duties cover discrimination in the provisions of services and the provision of education, including admissions and exclusions.

The Accessibility Action Plan will be reviewed and adjusted on a biannual basis, recognising that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. New Plans will be drawn up every two years.

The Accessibility Plan should be read in conjunction with the following policies and documents:

- Admissions Policy
- Behaviour Policy
- Equality and Inclusion Policy
- Health & Safety Policy (including off-site safety)
- SEND Policy
- SEND Information Report and Local Offer

The terms of reference for all Governors' Committees will contain an item on "having regard to matters relating to Access".

This Plan will be jointly reviewed every two years by the Learning and Outcomes Committee.

Signed:
Chair of Governors

Date:

Date of next review: February 2023

ACCESSIBILITY ACTION PLAN – 2021-2023

Issue	Action to be taken	When	By whom	Outcome
Access to Information	<p>Ensure school websites makes reference to Accessibility Plan</p> <p>Ensure Equality and Inclusion Policy, SEND Policy and SEND Information Report are easily accessible on the school websites</p> <p>Provide all school policy documents in large font format and publicise how these can be requested / accessed</p>	Immediate/on going	<p>SB Governing Body</p> <p>SB / TM / SB</p>	<p>Stakeholders will have remote access to information</p> <p>All stakeholders can access information in appropriate format</p>
Access to the curriculum	<p>Ensure all teaching staff are trained to support children with:</p> <ul style="list-style-type: none"> • Medical Conditions • Dyslexia / Dyscalculia • ASD • ADHD <p>Ensure there is a team of staff across the structure who are Team Teach trained</p> <p>Develop approaches within the curriculum that give attention to:</p> <ul style="list-style-type: none"> • Asthma • Childhood obesity • Hypermobility 		<p>SB</p> <p>Supported by link Governor</p>	<p>All pupils will have access to curriculum learning, through Quality First Teaching</p> <p>Staff will be confident and skilled as teachers of SEND</p> <p>Curriculum subjects and other initiatives (such as Forest School) make key contribution to support the health and well-being of all pupils</p>
Physical Access	Ensure as far as possible that the physical school building is compliant as an accessible building	Ongoing	Governing Body	All members of the community will have access to appropriate facilities

