



Chalton Lower School - Disability Access Action Plan

The Equality Act 2010

The Equality Act sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people.

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must protect disabled pupils from discrimination and harassment and encourage good relations between disabled and non-disabled peers.
- They must make reasonable adjustments, including providing aids, adaptations and services, to make sure that pupils with disabilities are not put at a substantial disadvantage.

Review of Plan - June 2024

- All buildings in school comply with statutory legislation, The Equality Act 2010 and The SEND Code of Practice to ensure that all children regardless of needs or disabilities are able to access the classroom e.g. we have ramps to all classrooms, ensure flexibility of seating arrangements and have disabled toilet facilities.
- All pupils regardless of needs or disabilities are able to access the curriculum and are supported as appropriate through differentiation or additional adult support.
- We work with a number of outside agencies such as the hearing impairment team, educational psychologists, the Luton and Central Bedfordshire SEND Teams, speech and language therapists etc to help to secure the best outcomes for all pupils.

Delivering the Curriculum

Area	Tasks	Timescale	Responsible Staff	Success Criteria
Information about pupil's needs - class overview of needs given to each class.	Ensure that all staff have a good knowledge and understanding of the needs of the pupils in their care.	On-going, September and as pupils arrive during year	Class teachers, SEND Co/Headteacher	Staff have access to all relevant information and understand the needs of the individual pupils in their care.
Barriers within subjects.	Identify where barriers exist and ensure that medium term plans identify necessary adaptations.	On-going, beginning of each ½ term or new subject/topic	All teaching staff and TAs where allocated to individual pupils	All pupils have access to all subject areas at a level appropriate to their needs.
Pupil support plans.	All pupils with an identified disability to have their support reviewed by the SENCO and class teacher.	Termly and as need arises	Teaching staff, SENCO	Review of IEPs undertaken and targets available for staff and parents.
Links with external agencies.	Continue to develop links with all external agencies to ensure that full support is identified and available.	On-going	SENCO/Headteacher	Increased awareness of support available and implementation of this support where required.

Increased staff awareness.	Ensure that staff receive training on meeting the needs of children with disabilities.	On-going as needs arise	SENCO/Headteacher	Staff feel confident in meeting the needs of individual pupils and asking for support where required.
Review provision within PE.	Ensure that identified pupils are supported or provided with alternative activities that ensure they are fully accessing the PE curriculum.	On-going provision made within half termly planning.	Class teachers and PE co-ordinator.	All pupils access the PE curriculum at their own level and staff feel confident planning for this.
Educational visits and journeys.	Ensure that all pupils with additional needs are identified within the risk assessment for educational visits and that adults are appropriately allocated to fulfil their needs.	All educational visits.	Class teachers Educational visits and journeys leader Headteacher.	Procedures in place to ensure accessibility issues are considered and catered for.
Hearing Impairment.	To work alongside the hearing impairment team to ensure that provision is suitable for the needs of the child. Provision within the classroom will be adapted to ensure the full curriculum is being accessed.	On-going	Headteacher Class teacher Support staff	Child is able to fully access the curriculum.

School Design to Meet the Needs of all Pupils

Area	Tasks	Timescale	Responsible Staff	Success Criteria
Steps.	Identify all steps around school and assess their suitability and accessibility for all pupils.	On-going.	Headteacher Governors	Improved access for all to environmental area and through class doors where there are small steps.
Painting/decor.	Where this is undertaken, consideration will be given to visually impaired pupils when choosing colours.	On-going as needs arise.	Headteacher Governors	Contrasting colours will provide improved demarcation of doors/walls.
Evacuation procedures.	Review of evacuation procedures.	As new pupils join the school.	Headteacher Governors Class teacher	All pupils safely evacuated from building within the 2 min time frame
Appropriate furniture.	Pupils provided with appropriate furniture where necessary as outlined within their Education, Health and Care Plan.	On-going as necessary.	SENCO/Headteacher	Pupil's needs met.

Non visual guides.	Non visual guides provided as needed - such as Braille signage.	As needed.	SENCO/Headteacher Class teacher	Pupil's needs met.
Wheel chair accessibility.	Pupils able to access all areas of the school.	On-going or as a child joins the school.	Headteacher Governors Class teacher Support staff	Any child joining the school will have access to all areas of the school.
Hearing Impairment.	To monitor the needs of the pupil and adapt the classroom to address this.	On-going.	Headteacher Governors Class teacher Support staff	Any child with hearing impairment will have access to the curriculum.

Access to Written Information

Area	Tasks	Timescale	Responsible Staff	Success Criteria
Signage.	Review of signage around the school to ensure that it is clear and easily accessible to all.	On-going.	Head teacher Governor Health and Safety Team	All signage is clear and new signs in place where the need is identified.
Enlarged print and Braille material.	Where necessary pupils will have access to enlarged print and Braille material. This will include all test papers and reading books alongside class materials.	On-going.	Class teacher SEND Co/Head teacher Visual impairment team	Pupils with visual impairment able to access all reading material at their own level.
Access to laptops/ICT.	Where needed pupils who have difficulty writing will have access to ICT/Laptop/iPad to record their work.	On-going as need arises.	Class teacher ICT co-ordinator	Pupils are able to record their work in a way that is most suitable for their needs.
Access to visual signs and symbols.	Whole class visual timetables, with additional and specific visual timetables/resources for some pupils for whom this is deemed appropriate.	On-going as need arises.	Class teacher SEND Co/Head teacher	Pupils are able to understand the signs and symbols and these support with learning.

Reviewed by: N Bill - 03.06.24