Chalton Lower School

Accessibility Policy and Plan

Document Control		
Edition	**Issued**	**Changes from previous**
1	01/11/23	Change to format of policy.
2	01/11/26	No significant changes made.

Policies/Documents referred to in this policy	Postholders/Persons named in this policy
• SEND Information Report • Special Educational Needs and Disabilities (SEND) Policy • Local Offer • Safeguarding Policy • Health and Safety Policy • The SEN and Disability Act 2001 • Disability Discrimination Act 1995 • Equalities Act 2010	Headteacher Teachers Governors Local Authority

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Aims

Working with Central Bedfordshire Council, Chalton Lower School is required to produce an accessibility policy and plan. The accessibility policy and plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive.

The accessibility plan is required for:

- Increasing access for disabled pupils to the curriculum.
- Improving access to the school's physical environment.
- Improving written information for disabled pupils.

There are three main duties:

- Not to treat disabled pupils less favourably.
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.
- To prepare an accessibility strategy and accessibility plans for increasing the accessibility of schools for disabled pupils.

Our objectives are detailed in our action plan however, this accessibility plan is not a standalone document, but should be considered alongside the following school policy documents:

- SEND Information Report
- Special Educational Needs and Disabilities (SEND) Policy
- SEND Local Offer
- Safeguarding Policy
- Health and Safety Policy

Chalton Lower School carefully considers the requirements of current and future disabled pupils. The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

Legal Background

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education and subsequently the Equalities Act 2010, requires all schools and local authorities to plan to increase, over time, accessibility to schools for disabled pupils. Schools are required to produce plans for their individual school and local authorities are required to prepare accessibility strategies covering the maintained schools in their areas.

Chalton Lower School and the local authority are required to plan for:

- Increasing access for disabled pupils to the curriculum.
- Improving access to the school's physical environment (buildings and school grounds.)
- Improving written information for disabled pupils.

At a legislative level there are three main strands for disabled pupils:

- The SEN Framework (the Education Act 1996 and the SEN and Disability Act 2001)
- The Disability Discrimination Duties (Sections 28A 28C of the DDA 1995)
- The planning duties (Section 28D 28E of the DDA 1995)

The SEN Framework is designed to meet the special educational needs of individual children, some of whom may be disabled, who need provision that is additional to, or different from, what is normally available in schools maintained by the local authority. In general, children with Education and Health Care Plans must be educated in a mainstream

school unless it is against the wishes of the parents or it will affect the provision of efficient education for other children. The school must demonstrate that there are no reasonable steps that they could take to prevent this happening. The SEN and Disability Act (2001) amended Part 4 of the Disability Discrimination Act (1995) by introducing new duties on local authorities and schools relating to disabled pupils and prospective pupils. From September 2002, it has been unlawful for schools to discriminate against disabled pupils in their admissions and exclusions policies, education and associated services.

There are three main duties:

- Not to treat disabled pupils less favourably.
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.
- To prepare accessibility strategies and accessibility plans for increasing, over time, the accessibility of schools for disabled pupils.

Chalton Lower School carefully considers the requirements of current and future disabled pupils. This means that schools are expected to make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability. The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school. In deciding whether a step is reasonable, schools may take into account the need to maintain:

- Academic standards.
- Available resources.
- The practicalities of making a particular adjustment.
- The health and safety of the disabled pupils and others and the interests of others.

Definition of Disability

Disability is defined in the Equality Act 2010 as: “A person has a disability 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 carry out normal day to day activities.” The definition is broad and includes children with a wide range of impairments, including learning disabilities, mobility impairment, sensory impairment, visual impairment, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

Special Educational Needs

The Education Act 1996 states that “children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them”. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the above definitions, or would do so if special educational provision was not made for them.

For the purpose of the Disability Discrimination Act schools and local authorities are required to consider the needs of pupils in relation to physical adaptations, curriculum access and auxiliary aids and services. These areas also fall within the scope of the SEND Framework.

We will always consider access issues when planning any work involving the alteration or improvement of the school premises. We will make every effort to improve access for disabled people with funding sources linked to ensure the maximum benefit.

Disability Access Action Plan

The aim of this plan is to set out how Chalton Lower School intends to increase the accessibility of all activities and facilities to disabled pupils over time. At Chalton Lower School we are committed to providing an inclusive environment for all pupils and support the local authority accessibility strategy. Our disability access action plan is available at the end of this policy in appendix A.

Main points in our plan:

Access to the curriculum

- The overriding principle is to provide full curricular access to all pupils who have been allocated a place at Chalton Lower School.
- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching methods.
- Individual teachers are responsible for accessing the class SEND data, making appropriate use of information provided and by identifying probable areas within their class where pupils could experience difficulties.
- The headteacher should identify staff development needs to improve their ability to meet the needs of pupils and include these within the performance management system.
- Links should be developed with agencies that can extend the expertise of staff and extend the learning experiences of pupils
- All staff should feel confident in their ability to deal appropriately with every pupil. They should be able to identify when a child is not suited to an activity, and have an alternative available.

Access to the physical environment

- Within the context of our grounds and building, all refurbishment and new buildings will be undertaken with the intention of improving access for disabled pupils. Consideration will be given as to whether making alterations will be part of a logical plan and provide value for money.
- Where a risk assessment has been undertaken, relating to a pupil with a disability, subject staff should implement the recommendations within their own teaching environment.

Access to written information

- Pupils who have difficulty accessing standard size print should have this fact identified on, or prior to admission, and this information will be given the class teacher who will become responsible for providing appropriate resources for that child.
- Children working with Braille and visual equipment will be catered for through appropriate in class support, and the advice and practical support of the visual impairment team.
- Each pupil with SEND will be reviewed, with support from the SENCO, parents and other agencies where appropriate, to ensure that the pupil's needs are being met.
- The SENCO will support the class teacher in ensuring that individual requirements for enhanced scripts are met.
- Staff must ensure that the specific needs of every pupil has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.

- Consideration must be given to the text presented to pupils, considering the need for simplified versions where this is appropriate.
- The use of interactive whiteboards, projectors and screens must be considered in the context of the pupil's disabilities. Recognition must be given that some formats, whilst beneficial to many pupils, will not be appropriate for all. An alternative strategy should be sought where a child has difficulty accessing the material.

Monitoring and Review

This policy and our disability access action plan will be monitored and reviewed on a regular basis by the headteacher and governing body.

Appendix A: 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 - November 2026

- 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 to 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 the 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 SEND CO and class teacher.	Termly and as need arises.	Teaching staff, SEND Co	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	SEND Co/Head teacher	Increased awareness of support available and implementation of this support where required.
Increased staff awareness.	Staff training on meeting the needs of children with disabilities	On-going as needs arise	SEND Co/Head teacher	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 TA/ 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 Governor	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 colour.	On-going as needs arise.	Headteacher Governor	Contrasting colours will provide improved demarcation of doors/walls.
Evacuation procedures.	Review of evacuation procedures.	As new pupils join the school.	Headteacher Governor 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 statements of educational needs.	On-going as necessary.	SEND Co/Head teacher	Pupil's needs met.
Non visual guides.	Non visual guides provided as needed - such as Braille signage	As needed.	SEND Co/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 Governor Class teacher TA/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 Governor Class teacher TA/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,	On-going as need arises.	Class teacher	Pupils are able to understand the

	with additional and specific visual timetables/resources for some pupils for whom this is deemed appropriate.		SEND Co/Head teacher	signs and symbols and these support with learning.