



Chilvers Coton Community School and Nursery

Accessibility Plan

Agreed by: the full Governing Body on 23/4/24

Date for review: April 2028

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 that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility plan is therefore designed to ensure that we are consistently developing our site and provision to ensure that:

- Every member of our school community feels equally welcome in school
- We value all students equally and have high expectations for every child
- Every child, member of staff and visitor to school has equal access to opportunities to enhance their personal development and interests and that barriers to learning and participation are removed as far as possible

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.

2. 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.

Chilvers Coton Community School and Nursery Accessibility Plan

Date: 2024-2028

Area of Improvement	Actions to be taken	Timescale	Success criteria	Monitoring
Access to and Participation Within the Curriculum:				
<p>Existing good practice:</p> <ul style="list-style-type: none"> ○ School has a strong, broad and balanced curriculum offer for all children, based on aspiration, opportunities and respect. ○ Regular review of attainment and progress for SEND children at Pupil Progress Review meetings to evaluate inclusion and impact of curriculum provision ○ Parent meetings with class teacher and/or SEDNCO support regular review of needs and identification of gaps in support that can be improved; next steps and actions are identified. ○ 4-stage cycle of SEND assessment, planning, implementation, and review supports effecting targeting of needs to accelerate progress. ○ The SENDCO reviews needs and works with a wide range of external agencies to identify and prioritise needs effectively and to ensure resources are managed efficiently. ○ Staff understand and implement guidance from external agencies to ensure support for all SEND pupils is appropriate and follows best practice. ○ Staff complete provision mapping in consultation with SENDCO to ensure planned support is appropriately resourced and they understand what is required for each child to achieve their full potential. ○ Regular monitoring (including classroom observations and pop-ins with governors) and evaluation of SEND provision by SENDCO, SLT to deliver Quality First teaching. ○ Staff training includes regular input on SEND strategies and opportunities to review and modify intervention planning to ensure provision is appropriate to accelerate progress for all children with SEND. ○ We have a Mental Health First Aider to raise the profile of mental health and develop strategies and opportunities to promote positive mental health strategies. ○ Risk assessments are conducted where needed, evaluated and reviewed to ensure SEND needs are met (e.g. to support classroom need, for additional activities and trips, etc.). 				

To increase access to the curriculum for pupils with a disability and/or Special Educational Need	<ul style="list-style-type: none"> All staff, including support staff and MDSA's, will be trained in scaffolding techniques as well as adaptive and responsive teaching to ensure our curriculum is ambitious for all our learners; particularly our learners with SEND. 	September 2024- January 2025	All staff will know how to adapt activities to ensure our curriculum is ambitious for all learners and that children with SEND make at least good progress from their starting points. This will be evident in books, pupil interviews, learning walks and data.	Leadership Team and Governing Body, SENDCO, SEND link Governor
	<ul style="list-style-type: none"> All out of school and after-school clubs will be planned to ensure reasonable adjustments are made to enable full participation for pupils with SEND. 	September 2024-July 2025	All after school and out of school activities will have a range of children with differing needs attending regularly. Any individual barriers to attendance will be addressed and overcome as far as reasonably practicable. Parents and children will report a high level of satisfaction with the provision in these areas.	
	<ul style="list-style-type: none"> Continue to develop classroom as being 'communication friendly' through the use of Communication in Print software, regular use of now and next boards, clear labelling, visual timetables and ALD boards where needed 	Ongoing	Children with communication and interaction needs are supported within the setting and feel calmer within their classrooms.	
To ensure all pupils have access to sensory support and calm areas to ensure that they are ready to learn	<ul style="list-style-type: none"> Develop sensory boxes and develop the use of sensory activities 	Spring Term 2025	Staff will have a greater awareness of how to support children's sensory needs. Children will be calm and ready to learn	SENDCO SLT Finance manager External support (STS, EP) SEND link Governor
	<ul style="list-style-type: none"> Provide training for staff on how to support sensory needs 			
	<ul style="list-style-type: none"> Establish a sensory circuit area within the school 			
	<ul style="list-style-type: none"> Develop the use of sensory breaks 			
	<ul style="list-style-type: none"> Develop individual sensory curriculum plans for specific children 	September 2024		

Access to the Physical Environment:

Existing good practice:

- There is a disabled parking space in the car park which is available for use by staff and visitors.
- Accessible bathroom facilities for Key Stage 1 and Reception, including an adapted toilet reducing the height between the floor and the toilet
- In our Reception toilets, there is an accessible shower.
- Every child who needs one has a Personal Evacuation Plan and staff are aware of their responsibilities with respect to each child with physical disabilities. These are reviewed termly.
- Appropriate Lunch clubs support all children to enjoy social time with peers irrespective of physical/medical/social and emotional need.
- Support for visual impairment: yellow borders on steps to the rear of the school
- Clear corridors to enhance access
- Accessible shelving in most classrooms (and where needed) to enhance independence for children with physical disabilities.
- Where needed, height adjusters are used on tables to support access.
- Where needed, the height of coat pegs is adjusted to support children's independence.
- Specialist seating and equipment is used for a few pupils in school to allow them to comfortably and safely access their learning
- We work with expertenal professionals (such as IDS and the vision service) to ensure children have access to specialised equipment such as writing boards where needed.

To improve and maintain access to the physical environment	<ul style="list-style-type: none"> • Ramp going into school via main entrance to be modified so that wheelchair users can easily get into school. 	Summer 2026	All site users will be able to enter the school via the main entrance easily. The ramp will be compliant with all modern regulations and standards.	Leadership Team Governors
	<ul style="list-style-type: none"> • Improve toilet facilities for visually impaired site users. 	July 2027	Toilets will be easily used by visually impaired children, with sensory flushes and taps fitted. Soap and paper towel dispensers will be clearly demarcated so that children with a visual impairment can easily find them.	Site manager HLTA supporting children learning EAL and new arrivals to the UK
	<ul style="list-style-type: none"> • Enhance signage around school for all users of the site. For example, updating the fire evacuation policy to include Communication in Print. 	September 2026	Visitors and users of the school site will be able to access the building safely and in line with visitors protocol	
	<ul style="list-style-type: none"> • Monitor and review Health Care plans and risk assessments for all children with physical/specific needs, set up new ones for children new to school, for all children with an identified medical need or disability 	Termly	Staff are made of children's medical needs and follow the actions required in their health care plan and/or risk assessment. Students with health needs are able to access the school environment safely and have access to the appropriate support.	
	<ul style="list-style-type: none"> • Ensuring the maintenance and review of specialist equipment, including in the disabled toilets, happens annually 	Ongoing	Specialist equipment is maintained and in good working order.	Site manager SENDCO Relevant external professionals (e.g.

				OT, VI, IDS)
	<ul style="list-style-type: none"> Complete a sensory audit of the school, in conjunction with Occupational therapy and update the school environment in response to the audit 	February 2026	Children with sensory difficulties will have better access to the school environment and feel more comfortable in the environment.	OT SENDCO Site Manager
	<ul style="list-style-type: none"> Identify accessible play equipment 	October 2024	Children with physical disabilities will have access to play equipment at lunch and breaktimes. Staff will be aware of how to support access to equipment	SENDCO Relevant external professionals (e.g. OT, VI, IDS) SLT

Availability of Accessible Information:

Existing good practice:

- o The SENDCO and other staff members share information to the school audience via class dojo which allows parents to translate documents where needed
- o The SENDCO is accessible to all parents of children on the SEND register on class dojo for messaging.
- o School uses a range of communication methods in lessons to ensure that information is accessible including large print resources, use of Communicative Print, pictorial or symbolic representations, TA support and resources and strategies recommended by SALT and all are led by a students' needs basis

To enable improved access to written information for pupils' carers and visitors	<ul style="list-style-type: none"> New arrivals entry programme to be established including communication books and improved, easily accessible parent information booklet. Information to be provided in a range of languages and using visuals 	From September 2024	New arrivals to school will be supported and will be able to communicate basic needs to school staff. Parents will be confident and informed about main school routine and aspects of school.	HLTA supporting children learning EAL and new arrivals to the UK SLT
	<ul style="list-style-type: none"> Review accessibility of newsletter and letters for parents. (email, ClassDojo) 	From September 2024	Parents will be able to understand key messages easily, and communication formats will reduce barriers to access.	SLT Governing Body Class teachers Children and parent feedback Parental questionnaires Review of documentation
	<ul style="list-style-type: none"> Offer large print formats of documents on request 	From January 2026		
	<ul style="list-style-type: none"> Use of Communicate in Print software and images on documents to support learners and visitors with reading difficulties 	From September 2024		
	<ul style="list-style-type: none"> Offer homework information in alternative formats as appropriate and requested 	From September 2025	Pupils and parents will have better access to homework expectations and they will be able engage fully with	

			learning at home.	
	<ul style="list-style-type: none"> Update the SEND information report using widgets and accessibility friendly formatting 	September 2025	Parents will be able to navigate and read the report easily and access SEND information without difficulty.	
	<ul style="list-style-type: none"> Consider offering face to face parent meetings as an alternative to written documentation 	From September 2024	Parents and caers will be able full participate in disucssions about their child and understand the documentation about their child. They will be able to fully contribute their view points.	
	<ul style="list-style-type: none"> Consider access around the school. translator provided for parents' evenings/annual reviews where need is identified 	Ongoing from July 2024		
	<ul style="list-style-type: none"> Introduce a Care and Connect team who can offer support whilst completing documentation and forms to improve accessibility 	January 2025		
To improve access to the school website and information shared on it	<ul style="list-style-type: none"> Update the website to make it more accessible for parents to include a wider of range of resources for families, including: <ul style="list-style-type: none"> videos explaining different areas of SEND website links for support for parents explanations of key school documents 	From December 2025	Parents will find the website more accessible and parent friendly. Videos will be used to support parents with knowing potential barriers and strategies to support their child. Parents will feel supported with their children's needs.	SLT Parental feedback
To improve access to written documentation for children	<ul style="list-style-type: none"> Raising awarens of font size and page layouts will support pupils with visual impariments. Ensure that minimum font sizes are stated on children's Individual Learning Plans where needed. 	Septmeber 2024	All children with identified vision needs will have the right provision for their vision needs on their learning plans.	SENDCO Class teachers Leadership Team
	<ul style="list-style-type: none"> Introduce coloured exercise books, overlays and coloured whiteboards. Share these with families where needed. 	From January 2025	All children with suspected specific language needs and visual difficutlies will have improved access to written resources in school.	SENDCO Class teachers

	<ul style="list-style-type: none"> • Reduce the business of visual resources used in the classroom. 	October 2024		
	<ul style="list-style-type: none"> • Consider the use of coloured backgrounds on the interactive whiteboard where advised by external professions to support children 	From January 2025		

4. Monitoring arrangement

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board / the headteacher / SENCO. It will be approved by the governing board / the headteacher / SENCO.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication?
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Intimate Care Policy