



Chester Park Federation Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements under the Public Sector Equality Duty (PSED), and the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. **Chester Park Infant School and Chester Park Junior School** are committed to providing accessible environments which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Chester Park Federation aims, to develop the accessibility of provision for all pupils, staff, parents/carers and visitors to the schools.
3. The Accessibility Plan will be drawn up to cover a three-year period. The plan will be reviewed annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, enrichment activities or school visits. It also covers the provision of **specialist aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **information** to pupils, staff, parents/carers and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
6. It is acknowledged that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Plan approved by Full Governing Body

May 2021

Reviewed 2022 /23 by _____ date _____ Reviewed 2023/24 by _____ date _____

Chester Park Federation Access Plan 2021-2024

(Regular monitoring by the Governing Body including parents/carers, staff, and community representatives.)

Access to the Physical Environment

Targets	Strategies	Responsibility	Timescale	Success criteria
1. Awareness of the individual access needs of disabled children, staff, governors and parents/carers	<ul style="list-style-type: none"> All new work, repairs & maintenance work to meet Environment Access Standards. Include access needs for individual children as part of SEND identification and support processes. Ensure staff and Governors are aware of Accessibility requirements as part of induction programme Include questions in the new pupil starter paperwork and invitations to school events about parents/carers' access needs and ensure they are met where reasonable adjustments can be made. 	SENDCo Head/Clerk Admin team	As required	School is meeting the standards in repairs maintenance and on-going improvements. Individual plans in place and all staff aware of all pupils' access needs. Staff and governors confident in commitment to meet access requirements Relevant paperwork includes appropriate question. Parents/carers able to access fully all school activities
2. Maintain safety for visually impaired people	<ul style="list-style-type: none"> Replace internal and external lighting immediately when not working Paint hazard stripes to highlight the edge of all steps Check flashing beacons that signal fire alarm activation regularly Paint work identifies door frames and walls with the use of different colours. 	Caretaker	Ongoing	Visually impaired people feel safe moving around internal and external areas. Lighting, hazard stripes and flashing beacons to be monitored throughout the year
3. Ensure that there are enough fire exits around schools that are suitable for people with a disability	<ul style="list-style-type: none"> System in place to ensure all staff are aware of their responsibilities, including keeping fire exits clear Put in place Personal Emergency Evacuation Plans, incl. Lockdown where required 	All staff SENDCo	Daily As required	All disabled personnel and pupils have safe exits from school

Targets	Strategies	Responsibility	Timescale	Success criteria
4. Accessible car parking and ease of access to the reception area	<ul style="list-style-type: none"> Disabled members of staff and visitors have a place to park in the parking bays near the entrance doors The gates to the grounds can be opened to allow people with mobility issues/wheelchairs to access the school buildings Complete Annual Access Audit 	Head/Governor	Ongoing Every April	All parents/carers and visitors feel welcome and able to access the site easily. All targets to meet accessibility requirements.
5. Improve acoustics in the infant school halls and intervention rooms	<ul style="list-style-type: none"> Seek advice from Sensory Impaired Advisers and School Surveyors Seek quotes for alterations as recommended Secure contractors and arrange dates for works 	SENDCo/ Headteacher/ School Surveyor	December '21	Hearing impaired children and adults able to access activities in hall and classrooms.

Access to the Curriculum

Targets	Strategies	Responsibility	Timescale	Success criteria
1. Continue to develop confidence of all staff in differentiating the curriculum	<ul style="list-style-type: none"> Identify training needs at regular meetings. Discuss perception of issues with staff to determine the current status of school Develop links with external agencies to improve understanding of curriculum requirements 	Headteacher/ Deputy headteacher	Ongoing Annually	Raised confidence of staff in strategies for differentiation and increased pupil participation. Whole school community aware of issues relating to accessibility for all Staff are confident liaising with external agencies and building a good working relationship
2. Classrooms are organised to promote the participation and independence of all pupils	<ul style="list-style-type: none"> Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes 	Teachers /LSAs	Annually in September	Increase in access to the National Curriculum Lessons start on time without adjustments to accommodate the needs of individual pupils

Targets	Strategies	Responsibility	Timescale	Success criteria
3. All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> Ensure venues and means of transport are vetted for suitability Develop guidance on making trips accessible 	EVC/ All staff	Ongoing	All children in school able to access all school trips and take part in range of activities
4. Review PE Curriculum to make PE accessible to all	<ul style="list-style-type: none"> Gather information in accessible PE and provide training as necessary Review PE curriculum, to include disability sports 	PE Coordinator	On-going	All children able to access PE and are able to excel, eg. via support from an adult
5. Ensure disabled children participate equally in after school and lunch time activities	<ul style="list-style-type: none"> Monitor participation in lunchtime activities and after school clubs Discuss with staff who run out of school clubs issues and support required Buy in resources as required 	Headteacher/ Deputy Head	As part of data analysis programme	Disabled children feel confident and able to participate equally in out of school activities.

Access to Information

Targets	Strategies	Responsibility	Timescale	Success criteria
1. Review information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> Ask parents/carers about access needs when child is admitted to school Review all letters home to check reading age/Plain English Produce information in alternative formats, when requested Newsletters, etc added to school website in a format that can be translated by 'google' 	Headteacher/ SENDCo/ Admin team	Annually Ongoing As required	All parents/carers getting information in format that they can access. Google translate added to the federation website

Targets	Strategies	Responsibility	Timescale	Success criteria
2. School Essential Information to be accessible	<ul style="list-style-type: none"> Check Essential Information document is written in Plain English and added to the school website in a format that can be translated by 'Google'. Ensure information welcomes children with SEND. 	Headteacher/ Admin team SENDCo	Ongoing Annually	Parents/carers feel confident in the information they have about the school. SEND Local Offer added to the school website
3. Provide information and support for parents of children with SEND	<ul style="list-style-type: none"> Routinely distribute information from Supportive Parents and other agencies. Investigate accessible formats of information to be included on school website. Arrange information meetings/ coffee mornings for parents/carers 	SENDCo SENDCo	Ongoing Ongoing At least annually	Increased confidence of parents of SEND children to support their children's education.
4. Establish Makaton within the school	<ul style="list-style-type: none"> Ensure children learn at least 1 signed song each term Include Makaton symbols on signs within school 	PSHE Coordinator	Review Termly	All children know some basic Makaton signs. Everyone can understand signage and find way around school.
5. Children become more aware of their own learning and access needs, in addition to those with hearing or sight impairment and disabled	<ul style="list-style-type: none"> Include access to information in Circle Time Encourage pupils to express their access needs and explore their own learning 	All teachers	Ongoing Ongoing	Children able to articulate their access needs and understand their own learning styles, strategies, etc.
6. Develop visual timetabling in all classes	<ul style="list-style-type: none"> Agree whole Federation approach Staff meeting to share good practice 	SENDCo/ teachers/ LSAs	Review annually in July for September	All children clear about timetable and secure about what is happening.