



Accessibility Plan

2023-2026

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Written by	H and S Manager and Inclusion Manager
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1- Vision Statement

Under the Equality Act 2010, all schools should have an Accessibility Plan. Please read this plan in conjunction with other Chapel End Junior Academy policies such as: Inclusion Policy, Teaching and Learning Policy, Behaviour Policy and Equality Objectives.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Chapel End Junior Academy, we are committed to working together to provide an inspirational exciting learning environment where all children can develop and enthusiasm for life- long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Chapel End Junior Academy is 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 community.

The Chapel End Junior Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. If a school fails to do this they are in breach of their duties under the Equalities Act 2010. A school has a duty to ensure that all pupils have full access to teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. The duty includes provision of specialist or **auxiliary aids and equipment** which may assist disabled pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this includes improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. All information should be made available in various preferred formats within a reasonable timeframe.

The Chapel End Junior Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. The Accessibility Plan will be published on the school website. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved:

- Terry Sheen Head Teacher
- Sheena Smith, Deputy Head Teacher and SENDCO
- Governing Body

Date:

2- Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and school community

3- Current good practice

Physical Environment

The school is a single-storey building, with accessible doors and toilets. There is wheelchair access throughout the main building. The extension block in the playground (which houses two extra classrooms) is also fitted with a ramp which enables disabled access. There is disabled access to the playground and the car park.

Curriculum

It can be a challenge to ensure full access to the PE curriculum for pupils with a physical impairment. When lessons include the kicking of balls or apparatus work, it can be the case that alternative, individually tailored exercise program are used for these lessons instead. Pupils with a physical disability are supported 1:1 by an adult who can support them in best accessing and personalising the provision.

We ensure that we work closely with all stakeholders (pupil, parents and carers) and relevant specialist agencies, such as physiotherapists and other health professionals, and follow all guidance to ensure that access to the curriculum is maximised (and safe) for those children who have a disability.

We employ a sports mentoring coach who provides targeted mobility and fitness sessions with identified pupils.

Information

We ensure that all members of the school community are able to fully access information that is shared at the school during parent's evenings and special events.

4- Access Audit

The school is a one-storey building with external access points outside for all classrooms. The hall is on the ground floor and is accessible to all. Emergency evacuation procedures are practised regularly, including the implementation of Personal Emergency Evacuation Plans (PEEPs) and training for key staff who implement the PEEPs.

On-site car parking for staff and visitor includes dedicated disabled parking bays. All entrances to the school are either flat or ramped and many have wide doors fitted. There are disabled toilet facilities available. All these are fitted with a handrail and a pull emergency cord. The main entrance features a secure lobby which is fully accessible to wheel chair users.

The school has internal emergency signage and escape routes are clearly marked.

5- Management, coordination and implementation

We will consult with specialists and seek advice when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority and outside agencies as necessary.

6- Action Plan

Aim 1: Increase access to the curriculum for pupils with a disability

Targets	Strategies	Timescale	Key Staff Responsible	Success Criteria
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To ensure compliance with the Equality Act 2010.	Ongoing 2025-2026	SLT Inclusion Manager Health and Safety Manager Safeguarding Lead	All policies clearly reflect inclusive practice and procedure.
To ensure full access to the curriculum for all children, including those with a physical disability.	-An adapted curriculum with alternatives offered and personalised provision. -The use of the engagement model to assist in assessing learning and targeting next learning steps. -Opportunities for children to self and peer assess their progress in different subjects. -A range of support staff including trained teaching assistants. -Multimedia activities to support curriculum areas. -Specific equipment sourced from occupational therapy when needed.	Ongoing 2025-2026	Teachers TAs Inclusion Manager Health and Safety Manager HT	Workbooks evidence that all pupils are accessing curriculum.
To ensure that all SEND pupils maximise their academic potential.	-Include all pupils with special educational needs and disability in regular pupil progress meetings with teachers. -Carefully monitor and track the progress of all.	Ongoing 2025-2026	Teachers TAs Inclusion Manager Assessment Manager Health and Safety Manager HT	Data evidences that all SEND pupils are making at least good progress.
To establish close working relationships between parents/carers of pupils with a disability and school staff.	To ensure collaboration and sharing of important information between school, and families.	Ongoing 2025-2026.	SLT Inclusion Manager Health and Safety Manager Safeguarding Lead	All interested parties possess important information regarding pupils in question.
To establish close working relationships with outside agencies for pupils with on-going health needs and disabilities.	To ensure collaboration between all key personnel and outside agencies in pursuit of the best outcomes for pupils.	Ongoing 2025-2026.	Inclusion Manager Teachers TAs Outside agencies	Information is shared quickly. Issues are dealt with swiftly.
To monitor attainment of all pupils to ensure that all pupils (regardless of disability) are experiencing a curriculum that meets their needs and challenges them.	-Effective implementation of Inclusion Policy. -Quality first teaching with appropriate challenge opportunities for high ability pupils. -Booster groups for higher ability levels as needed.	Ongoing Annually	Teachers Inclusion Manager Assessment Manager	Able and Higher Ability children make at least good progress.

Aim 2: Improve and maintain access to the physical environment

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve the physical environment of the school.	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This may include: improved access, lighting, use of specific colour schemes, signage and more accessible facilities and fittings including sound field (for hearing impaired) and adapted lighting (for visually impaired)	Ongoing	Head Teacher Inclusion lead	The needs of all pupils are met.
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and shared areas. Interactive Whiteboards in all learning spaces.	Ongoing	Teaching staff	Learning Walks Pupil voice
Ensure all pupils and community members with a disability are fully involved in school life.	-Create access plans for individual disabled children as part of the EHCP process. -Create Personal Emergency Evacuation Plans (PEEPs) to support disabled pupils. -Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and during meetings etc.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff Inclusion Manager Health and Safety Lead	All community members are able to fully access school life.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	-To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols (care plans) where needed.	With immediate effect to be constantly reviewed.	Head Teacher Inclusion Manager School nursing team Occupational health	Staff will be trained to meet the specific medical needs of pupils. Care Plans will be in place to support pupils with health needs. Risk assessments will be in place to support individual pupils as needed.

Continue to develop playgrounds and facilities.	Look for funding opportunities.	Ongoing	Whole school approach	The school is able to develop further Inclusive child-friendly play areas that are accessible to all pupils.
To ensure driveway, roads, paths around school are as safe as possible.	-Communication with parents via safety messages /letters/walk to school week. -Bikeability for Years 3-6 children. -Support for disabled parents in light of the Controlled Parking Zones	Ongoing	Headteacher Inclusion Lead	Pupils and community members are able to safely travel to and from school.

Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	-Raising awareness of font size and page layouts will support pupils with visual impairments. -Auditing the school library to ensure the availability of large font and easy read texts will improve access. -Auditing signage around the school to ensure that this is accessible to all	Ongoing 2025-2026.	English Lead Inclusion Manager	Learning walks indicate that all pupils can access a full range of texts. Health and Safety walks indicate appropriate signage is in place for our pupils and community members.
To review pupils' Records to ensure school's knowledge and awareness of any disabilities within our pupil and parent/carer/ wider community group is accurate.	-Information to be collected about new children to the school. -Records passed up to each class teacher.	Annually	Class teachers Inclusion Manager Outside agencies	Each teacher and Inclusion staff are fully aware of the disability needs of their pupils, parents and carers.