

Chiltern Primary School Accessibility Plan 2019 -2022

This plan conforms to the requirements of the Disability Discrimination Act 2005.

It sets out the school strategy on improving access for disabled children and adults up to the end of December 2022.

This plan can be amended anytime within the 3-year period.

Our Governors are due to review this plan every Autumn term.

Target	Current Practice	Future tasks	Responsibility	Timeframe	Cost	Monitoring
Eliminate physical barriers within school to students/ staff/ visitors with impaired mobility.	School is on single level for KS1, and a two storey building for KS2. There is good access to all areas as the KS1 build is one level with a disabled toilet and the KS2 block has a lift and 2 disabled toilets. The front entrance doors are power assisted and path levelled. Designated disabled parking bays are available near the main entrance.	Report any deterioration in floor coverings, barriers to movement etc. to member of Senior leadership team Improve signs out the front once the new build is signed off.	All staff	Ongoing	£ NIL	Governing Body

Eliminate physical barriers to sports field to students/ staff/ visitors with impaired mobility	Persons with severely impaired mobility access the playground via the slope near EYFS. The field has a sloped approach. Our adventure area has accessible paths but the equipment would be inaccessible.	Investigate level pathways of appropriate surface between paths and adventure (and patio outside old entrance).	Head Teacher	Ongoing	Ask AMEY to resurface as part of life cycle	Governing Body
Improve access to assemblies/ performances/ open evenings for parents/visitors with impaired mobility	Dealt with on ad hoc basis	All invitations to include requests for prior notification of mobility issues by parents/visitors. Plans to accommodate such visitors.	Head Teacher	Ongoing	£ NIL	Governing Body

It covers these aspects of access:

- improvements to the physical environment of the school to increase access to education and associated services at schools
- increased access to the curriculum for disabled pupils
- improvements to identify needs of disabled adult staff and visitors
- improvements in the provision of information that is provided in writing to persons who are not disabled.

<p>Identification of students with barriers to learning.</p>	<p>Information shared between Head Teacher, our lead SENCO, teaching staff, T.A.s – to gain accurate assessments and feedback on individual students. Termly reviews. Identifying Barriers to Learning checklists. Students placed on Inclusion Register External advice sought if more specialist knowledge is required, eg physio</p>	<p>Analyse feedback forms from parents Staff to be aware of specific barriers to learning of individual students.</p>	<p>All Teaching Staff</p>	<p>Ongoing</p>	<p>£ NIL</p>	<p>Curriculum Committee of Governing Body</p>
<p>Full access to curriculum for children with impaired hearing</p>	<p>Teachers work in consultation with Teachers of the Deaf. Soft floor coverings. Children that need them have radio-mikes. Deaf Friendly Teacher Correct colour transparencies for dyslexic pupils. 19 pupils have 1:1 to support needs – whether behaviour, physical or academically. Training packs accessed via http://www.ndcs.org.uk/professional_support/our_resources/deaf_friendly_schools_packs/teacher_training_pks.html</p>	<p>Ensure detailed transition always allows us full information on our pupils.</p>	<p>All Teaching Staff</p>	<p>Ongoing</p>	<p>£ 0</p>	<p>Head Teacher</p>

Access and mobility for visually impaired children and adults.	Teaching of physical environment of building and playground by Visually Impaired Team	Needs met as and when we are identified.	All staff	Ongoing	£ NIL	Head Teacher
Full access to curriculum for children with impaired vision	IPads have the potential to be linked to Clever touch boards to enable close / enlarged view. Correct transparency colours provided for our pupils with dyslexia.	Circulate National Curriculum Guide 2014 RNIB Effective Practice Guide – download from RNIB website Advice from school nurse team	Teaching staff	Ongoing	£ NIL	Head Teacher

Identification of staff and regular visitors with visual, auditory, mobility or other disability	Analyse feedback forms from staff and regular visitors	Repeat feedback forms annually. Identify needs and act if necessary.	ECM team	Ongoing		Resources Committee of the Governing Body
Availability of written material to parents/families in alternative formats.	In-school translation to a number of European languages takes place. E-mail, text message or printed formats available	Enlarged font printouts to be supplied on request	Office staff	ongoing		Governing Body

Agreed Accurate Spetember 2019 VBradley on behalf of the Governing Board

