

Accessibility Policy and Plan

The Chorus Schools Federation
(St. Giles', St. Andrew's & Wethersfield
C of E Primary Schools)

Approved by:	Full Governing Board
Last reviewed on:	June 2022
Next review due:	June 2025



Mission Statement

At St Giles' and St Andrew's C of E Primary Schools, we are curious, excited and really love to learn. As a Church school, we believe in serving our community based on the love of God for everyone. We support each other to become robust, independent learners who persevere, have the courage and confidence to be creative, imaginative and care for one another and the community we live in. Our school is inclusive, making every one of us welcome. It sets us suitable learning challenges and responds to our needs, ensuring that we reach our potential and are fulfilled. These are the golden threads that weave through our work and are exemplified by our values – Respect, Trust, Love and Forgiveness within both schools and beyond.

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 Federation aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on each school website.

Our Federation is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Federation supports any available partnerships to develop and implement the plan. This includes the SEND team at Essex County Council, NHS medical professionals and the School Nursing Team.

If you have any concerns relating to accessibility in school, please raise your concerns in line with our complaints policy and procedure.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Review access to the curriculum for pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</i>	The curriculum is as accessible as possible for pupils with a disability.	During the review of the curriculum, consider any amendments to develop access to the curriculum for pupils with a disability.	Exec HT	July 2019	Curriculum is judged accessible for pupils with a disability.
Improve and	The environment is reviewed	Pupils and adults with a	During termly health	H&S Gov,	On going	

maintain access to the physical environment	regularly to ensure access for all. The library in St Giles is on a mezzanine floor with no possibility for adaptation. The woodland room on the ground floor has been identified as an additional space for books which are changed regularly to mitigate the accessibility limitation of the stairway. Both schools draw upon the specialist advice from the OT team to ensure suitable equipment is provided for children who require it.	disability can move freely around the school Upgrade the staff toilet at St Andrew's to provide more modern and pleasant facilities for disabled children and adults.	and safety inspections, review access and environment to ensure that pupils and adults with a disability are able to move around the school. Use DFG money to fund the improvement project.	DExecHT, Caretaker ExecHT, Caretaker	By 2024	
Improve the delivery of information to pupils with a disability	Explain your school's approach here. Example: Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations including	Consider improvements internal signage within the school.	During termly health and safety inspections, review signage to ensure that pupils and adults with a disability are able to move around the school.	H&S Gov, DExecHT, Caretaker		

	the lunch menu • We adapt and implement bespoke intimate care • Robust transition programmes to include additional visits and liaison with families and medical practitioners.					
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Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Board/Executive Headteacher.

5. Links with other policies

This accessibility plan is linked to all other Federation policies and procedures, including but not limited to:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

St Giles' C of E Primary School

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 (offices/ Library)			
Corridor access	narrow			
Lifts	0			
Parking bays	0			
Entrances	Front Muntjac doors Hedgehog door Children entrance Badger door Squirrel door Hall doors			

Ramps	1 (kitchen door)			
Toilets	Disabled toilet ground floor			
Reception area				
Internal signage				
Emergency escape routes	On clipboards in each room			

St Andrew's C of E Primary School

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	Wide			
Lifts	0			
Parking bays	1			

Entrances	Front Classroom doors Playground doors Hall doors			
Ramps	0			
Toilets	Staff Narrow doors to some toilets	Refurbish staff toilet to update facilities Select most suitable toilet to use given need.	Premises Manager	2024
Reception area	spacious			
Internal signage	adequate			
Emergency escape routes	On clipboards in each room			