

Accessibility plan

Cheddington Combined School



Approved by: Governing Body

Last reviewed on: May 2024

Next review due by: May 2027

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>Curriculum resources include examples of people with disabilities</p>	<p>Consider representation of people with disabilities when purchasing new texts for the library and for whole class reading sessions / intervention groups.</p>	<p>HT</p> <p>SENDCo</p> <p>Class Teachers</p>	<p>Ongoing</p>	<p>All pupils are able to access the curriculum fully</p>

<p>Improve and maintain access to the physical environment</p>	<p>Cheddington School is adapted to the needs of pupils as required.</p> <p>This includes:</p> <p>Wide corridors</p> <p>Disabled toilets</p> <p>Ramp leading to lower floor classrooms and to the playground from the hall.</p>	<p>Short term</p> <p>Ensure there is a designated disabled parking space at the front of the school.</p> <p>Long term</p> <p>Consider the access to the first-floor classrooms</p> <p>Consider access to our Forest School area for wheelchair users</p>	<p>Allocate and appropriately sign a designated disabled parking space.</p> <p>Investigate how accessibility to the top floor classrooms can be adjusted if needed.</p>	<p>HT</p> <p>Business Manager</p> <p>Site Agent</p>	<p>June 2024</p> <p>Ongoing</p>	<p>Pupils are able to access all areas of the school.</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Head Teacher, the SBM and the Site Agent.

It will be approved by Head Teacher and Governing Body.

5. Links with other policies

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

- Health and safety policy
- Equality policy
- SEND policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit			
Feature	Description	Actions to be taken	Date to complete actions by
Number of storeys	Mainly single storey with four classrooms on the first floor	Consider accessibility to first floor classrooms in the event of requirement	Ongoing
Corridor access	Gentle ramps in place	None	N/A
Lifts	None	Decide if a lift is required	December 2024
Parking bay	None	Put in place at the front of the school	June 2024
Entrances	Ramps in place	None	N/A
Toilets	Disabled toilet x 1	None	N/A

Emergency escape routes	Some steps in some classrooms	Purchase needed in the event of requirement	N/A
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