Cheddon Fitzpaine Church School

Accessibility Plan

2025 - 2028

Agreed: 2025

Review: 2028

Cheddon Fitzpaine Church School

Accessibility Plan

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of 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.

The Cheddon Fitzpaine Church School Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan was updated to reflect new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

We are 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 school.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain 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 are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvement 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a

reasonable timeframe.

The 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 for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be monitored through the Governor Curriculum Committee.

Cheddon Fitzpaine Church School Accessibility Plan

Improving Curriculum Access					
Priority	**Lead**	**Strategy**	**Resources**	**Timescale**	**Success Criteria**
Effective communication and engagement with parents	SLT Sendco	Termly meetings with parents/carers – Termly consultations ILP / Annual Review meetings with SENCo Stay and Learn sessions	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT Sendco School nurse	EpiPen training Intimate care policy and trained staff Training from SALT, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support team Access to courses, CPD Outreach support from EP pyramid and VSLST Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.	Training time TA time allocated	In place and ongoing: EpiPen Training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	SLT Sendco	Strategic deployment of support staff/intervention teacher Use of ICT, e.g.: immersive reader / widget Purchase and allocate other resources as needed, e.g.: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL. Ensure specialist equipment (e.g.: hearing aids) is checked daily and seek advice if needed (e.g.: from Sensory Support)	Specific apps to support learning on iPad Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as immersive reader
Adaptations to the curriculum to meet the needs of individual leaners	Sendco	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programme Use of access arrangements for assessment/National tests	Claire Morris Independent speech therapist OT / SLT	In place and ongoing	Needs of all learners met enabling positive outcomes

Improve educational experiences for visually impaired pupils	Sendco	Consult Vision Support team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs	Cost of equipment	In place when required - regular visits from sensory support team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils	Sendco	Daily maintenance and use of radio aids when required Consider hearing loop/sound field systems if recommended Consult Hearing Impairment team	Installation of equipment	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	SLT Sendco Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

Improving Physical Access					
Priority	**Lead**	**Strategy**	**Resources**	**Timescale**	**Success Criteria**
Provision of wheelchair accessible toilets	SLT	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	SLT	Designated disabled parking is provided for families with disabled children. Wide doors and corridors Clear route through school	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Improvements to help the visually impaired	SLT	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory Team where applicable	Cost of materials and labour	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired identified before starting school	SLT	Install hearing loop/sound field when necessary Alarm linked to fire alarms	Cost of equipment/ installation	Future plan, should it be necessary	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school	SLT	Signs indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs	In place and ongoing	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	SLT	Ensure that pathways are kept clear of vegetation	Cost included in grounds maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways

Maintain safe access around the interior of the school	SLT	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school

Improving Delivery of Written Information					
Priority	**Lead**	**Strategy**	**Resources**	**Timescale**	**Success Criteria**
To improve the delivery of information in writing for children using appropriate formats	Teachers, Sendco	strips, coloured glasses, coloured paper, enlarged texts, colour coded texts to help with tracking, use of dyslexia friendly font, use of immersive reader where necessary Use of STC and Communicate in print High quality teaching	Cost of resources listed in the strategy	In place and ongoing	Pupils are able to access the curriculum independently and with confidence
To increase the range of information that is presented to parents electronically	Office, SLT	Add additional elements to the, Scholar Pack reporting tool, Facebook, school website	Office 365 Social Media Website costs	In place and ongoing	Parents have electronic access to report and 'school life' information about their child. All letters and documents sent electronically unless specifically requested. Use of Microsoft forms to gather information and parent voice.
To ensure information from the Local Authority relating to SEND is presented electronically	Sendco, Governors	School website it updated SENDCo to attend Network meetings Local offer school information is up to date	Office 365 Website costs	Annually	Inclusion section of the website updated annually, monitored by the Governors. SENDCO to implement training from network meetings into practice. Somerset Parent Forum regularly monitor the Local offer information.