**Chaucer CP School**

**Accessibility Plan**

**September 2023-2026**



**This plan should be read in conjunction with the:**

* DfE – Special Educational needs and disability code of practice: 0 to 25 years. (January 2015)
* Working Together to Safeguard Children (2018)
* The Children Act 1989, volume 2 (care planning placement and case review).
* Equality Act 2010: Advice for schools.
* Reasonable adjustments for disabled pupils (2012)
* Supporting pupils at school with medical conditions (2015)
* The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

**Chaucer Primary School’s accessibility plan is are aimed at:**

* increasing the extent to which disabled pupils can participate in the curriculum;
* improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
* improving the availability of accessible information to disabled pupils.

Chaucer School provides full in approximately 95% of the building.Alternative provision has been obtained by means of portable curriculum equipment to allow the other 5% to be included should the need arise.

Consideration regarding, Learning Outside the Classroom and Educational Visits has been acknowledged by the school in respect of meeting the needs of all concerned.

Chaucer continually assesses the needs of all our pupils, staff and visitors to enable a welcome introduction to the school.

**Individual pupil / staff requirements will be assessed prior to start date.**

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|   | **Targets**  | **Strategies**  | **Outcome**  | **Timeframe**  | **Goals achieved**  |
| **Physical access**  |  Assistance from less able refuge points1st floor. Support for visually impaired pupils to access upstairs classrooms.  |  To provide a means of transporting person/s safely down the stairs. Installation of bright strips on stairs as a safety measure for visually impaired individuals as they cannot see or detect changes in elevations. |  Evacuation chairs recommended when need & finance available  Bright strips placed on stairs act as a guiding mechanism for visually impaired individuals to navigate and safely climb or descend the stairs. These strips not only provide a visual contrast but also provide a tactile cue to indicate the edge of the stairs. The bright colored strips are easily visible to people with low vision and colorblindness, and they help in avoiding falls, slips, and injuries on the stairs. Therefore, installing bright strips on stairs is essential to ensure the safety of visually impaired people. |  As required.   18 months |        |
| **Curriculum** **Access**  | Visual & Audible  Language  ICT  Sports  Curriculum  Outside of the Classroom   Educational Visits   | To be determined on individual needs or their requirements at the time of inclusion into the school  Specialist advice to be sought  EVC to be aware of trip planning where concerns need attention  | All educational visits recorded on Evolve and authorised by LCC  | As required   | Awareness provided to meet the individual needs for inclusion. LCC centres have adapted activities to suit. Trips out will be monitored for compliance.  |

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|   | **Targets**  | **Strategies**  | **Outcome**  | **Timeframe**  | **Goals achieved**  |
| **Access to information**  |   Library      ICT  |  Library facilities to be provided on both floors   Access to work stations are limited by height, therefore consideration should be offered by means of laptop or specialised chair.   |  Access via lift to the first floor.  The access to IT is now distributed to all key stages with full accessibility by laptops and i-pads in the classroom. |   |  |

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|   | Produced By  | Date  | Review Date  |
| Physical Access   | Mr C Murphy  | March 2023  | March 2026  |
| Curriculum Access   | Mrs C Murphy   | March 2023  | March 2026  |
| Access to information   | Mrs C Murphy   | March 2023  | March 2026  |
|  Notes:  Where expenditure is required to meet the needs of a child, reference can be sought from the ‘Special Educational Needs and Disability, Code of Practice’ Sec.6.95 funding for SEN support. |