



CHEW STOKE CHURCH SCHOOL

Confident in learning, caring in life

Accessibility Plan

Sept 2023 – Aug 2025

The purpose of this plan is to show how Chew Stoke Church School intends to secure appropriate access to the school for disabled pupils and members of our community.

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The Headteacher, School Business Manager (SBM) and Special Needs Co-ordinator (SENDCo) are accountable for ensuring the implementation and annual review of the Accessibility Plan and reporting its’ progress, to the SEND governor and to the Finance & Premises Committee. In preparing an accessibility plan, the responsible body must have regard to the need to allocate resources for implementing the plan. Attached is a set of action plans, showing how the school will address the priorities identified in the plan.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

According to this Accessibility Plan, Chew Stoke Church School agrees to:

- Not treat disabled pupils less favourably for a reason related to their disability.
- Make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To constantly monitor the ease of access to education for disabled pupils.

This plan sets out the proposals of the governors of the school, to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010:

- By increasing the extent to which disabled pupils can participate in the school curriculum;
- By improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

- By improving the delivery to disabled pupils of information, which is readily accessible for pupils who are not disabled.

The School's Context

Chew Stoke Church School is a primary academy for boys and girls, age range 4 to 11 years. The school comprises of several connected buildings, covering a small site of one storey construction. Some of the buildings are from the original school, founded in 1718.

The School has a strong Christian ethos, which is fostered through the teaching of Christian Values.

The School's aims are:

1. For all members of the school community to become:
'Confident in learning and caring in life.'
2. For all children to be engaged in a stimulating, rich and relevant curriculum, delivered by high quality teaching and meaningful collaborations in the pursuit of excellence.
3. To be outstanding in the eyes of pupils, staff, parents and the wider community as well as by Ofsted and SIAMS.
4. To prepare children for the next step in their lifelong learning.
5. To celebrate the individuality of each child.
6. Ensuring sustainability and strong leadership of the school as an academy for the benefit of the children.

Current Accessibility Arrangements: Chew Stoke Church School

Access to Buildings and Classrooms

All areas of the school are accessible by children and their parents/carers. Some parts of the school are 300 years old, other parts have been added in the last 8 years.

There are 2 wheelchair lifts, one is situated in the main entrance hall and the other is situated in the Key Stage 2 Corridor. These 2 lifts enable wheelchair users to bypass steps.

Building	Access/Features
Main Gated Entrance	The main approach to the school is sloped and steep. It is accessible for wheelchairs which are being pushed. There is a designated disabled parking space at the top of the slope.
Hedgehog Classroom	The door has a sloped access at the entrance. The door is wide enough for a wheelchair.
Owl Classroom	The door has a sloped access at the entrance. The door is wide enough for a wheelchair.
Kingfisher Classroom	The classroom is accessed by a ramp. The door is wide enough for a wheelchair.
Squirrel Classroom	The door has a sloped access at the entrance. The door is wide enough for a wheelchair.
Woodpecker Classroom	The approach to the classroom is level. The door

	is wide enough for a wheelchair.
Fox Classroom	The approach to the classroom, from the corridor area is level. The door is wide enough for a wheelchair.
Badger Classroom	The approach to the classroom is level. The door is wide enough for a wheelchair.
Toileting Facilities	The staff toilet by the main entrance has an electric table /disabled changing facility. There is a disabled toilet located in the KS2 Corridor, through the Main Hall. This is wide enough for a wheelchair.
School Hall	Access is flat and the single and double doors are wide enough for a wheelchair.
Playgrounds	Both school playgrounds are level and accessible from the ramped entrance slope.
School Field	Grass surface - available for all pupils.
Jubilee Classroom	Area can be accessed without using steps, however, the path is uneven in places and borders the stream which is fenced off.

Evacuation Procedures

The School's Health and Safety Policy requires that the school has basic procedures for the safe, efficient evacuation of the school buildings. These procedures will be adapted to meet the specific needs of an individual and where necessary a Personal Emergency Evacuation Plan (PEEP) will be put in place.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible, have access to a full and broad curriculum, similar to that followed by their peers.

As a mainstream primary school we cannot replicate the range of support and resources that a special school can provide. However, the school is able to support pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats :

- Input from specialist (external) teachers.
- Technological enhancements (visualisers etc).
- Adaptation of teaching materials.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the SENDCo, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications. Training on the individual needs of pupils with specific learning difficulties is carried out as required. Eg. Visual Impairment etc.

Extra Curricular Activities

Pupils at Chew Stoke Church School are able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This includes,

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development may be incorporated into a child's Individual Learning Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc., then the school will be happy to consider alternative forms of provision

Action Plans

Below are 2 Action Plans which have been identified by the SBM and SENDCo and which show how the school will address the priorities identified in the plan.

Action Plan 1: Improving Curriculum Access				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Plan residential and trips to ensure no children are excluded on the grounds of disability	Assess needs of every group and build into risk assessment and planning criteria	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	

Organise classrooms optimally to promote the participation and independence of all Pupils - with particular reference to disabled students	Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students	All pupils are able to access all areas of the curriculum.	Ongoing	
Provide re-training in manual handling as required	Liaise with experts/ LEA. Provide training for staff	Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate equipment	Initial training Completed	

Action Plan 2: Improving written Information, signage and procedures.

TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Repaint white step markings as required	Incorporate into annual caretaking duties	Steps are clearly marked at all times.	Ongoing	
Make available school prospectus, newsletters and other information for parents in alternative formats.	Amend school publications and promote the availability in different formats for those that require it (e.g larger text etc)	All school information to be made available for all.	As required	
Emergency exit procedures	Review existing provision.	Procedures in place and conforming to current H&S policies and procedures	Ongoing	

Management of the Plan

- The governors' Finance & Premises Committee, will be responsible for the strategic direction of the School's Accessibility Plan and for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Headteacher, SBM and the SENCo will be responsible for the plan's day to day implementation.

- Progress of the Plan's Priorities will be reported: To the SEND governor annually.

Parents/Carers may request a copy of the Accessibility Plan from the School Office. It is also available on the School's website.

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