

CHELLINGTON CHURCH OF ENGLAND FEDERATION



Happiness Through Wisdom

"Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel."

Proverbs 20:15

Christopher Reeves VA Primary School/
St. Lawrence VA Primary School

ACCESSIBILITY PLAN

January 2023

Review Date: January 2025

Introduction and aims

The Chellington Federation Church of England Federation is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of Federation life.

As a Church of England Federation, the schools promote a friendly, caring, family ethos where everyone works as a team to support each other across all areas of school life thus encouraging Happiness through Wisdom - "There is gold and a multitude of rubies; but the lips of knowledge are a precious jewel." Proverbs 20:15

In each school, we aim to build communities clearly based on Christian values. At Christopher Reeves, the whole community is encouraged to 'Live our Values' being strong and courageous to follow God's love and stand steadfast. "Be strong and courageous, do not be afraid, do not be discouraged, for the Lord, your God, will be with you wherever you go." Joshua 1:9

At St Lawrence we encourage all children to 'Let Their Light Shine' through the core values of hope (Letting our light shine gives us hope for the future.), courage (We have courage to Let our Light Shine.) and perseverance (When we persevere our light can shine). "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." Matthew 5: 14-16

This policy, and its associated procedures and protocols, is based on these key principles.

With these principles in mind, the Chellington Federation is deeply committed to inclusion and equality, as a caring, dynamic and alert community of learners, and as an expression of our distinctive Christian character. We are committed to providing a fully accessible environments which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. This also requires us to challenge negative attitudes about disability and accessibility and to developing a culture of awareness, respect and inclusion.

This Plan responds to the requirements of the **Special Educational Needs and Disabilities Code of Practice 2015: 0 to 25 years** and the **Equality Act 2010**.

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of others of the same age, or

- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

SEND Code of Practice Jan 2015

Many children and young people who have SEN may have a disability as defined by the Equality Act 2010 ('a physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'). The Equality Act sets out the school's legal obligations towards children with a disability:

- we must not directly or indirectly discriminate against, harass or victimise disabled children
- we must not discriminate for a reason arising in consequence of a child or young person's disability
- we must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers; this duty is anticipatory
- we must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children
- we must publish information to demonstrate our compliance and our objectives under the public sector equality duty (*See Equality and Inclusion Policy*)

The duties cover discrimination in the provisions of services and the provision of education, including admissions and exclusions.

The Accessibility Action Plan will be reviewed and adjusted on a biannual basis, recognising that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. New Plans will be drawn up every two years.

The Accessibility Plan should be read in conjunction with the following policies and documents:

- Admissions Policy
- Behaviour Policy
- Equality and Inclusion Policy
- Health & Safety Policy (including off-site safety)
- SEND Policy
- SEND Information Report and Local Offer

The terms of reference for all Governors' Committees will contain an item on "having regard to matters relating to Access".

This Plan will be jointly reviewed every two years by the Learning and Outcomes Committee.

Confirmation:

This policy has been reviewed and agreed by the Governing Body on 12th January 2023 and will be renewed in January 2025.

If you require a hard copy of this policy, please contact the school office.

ACCESSIBILITY ACTION PLAN – 2023-2025

Issue	Action to be taken	When	By whom	Outcome
Access to Information	<p>Ensure school websites makes reference to Accessibility Plan</p> <p>Ensure Equality and Inclusion Policy, SEND Policy and SEND Information Report are easily accessible on the school websites</p> <p>Provide all school policy documents in large font format and publicise how these can be requested / accessed</p>	Immediate/on going	<p>SB Governing Body</p> <p>SB / TM / SB</p>	<p>Stakeholders will have remote access to information</p> <p>All stakeholders can access information in appropriate format</p>
Access to the curriculum	<p>Ensure all teaching staff are trained to support children with:</p> <ul style="list-style-type: none"> • Medical Conditions • Dyslexia / Dyscalculia • ASD • ADHD <p>Ensure there is a team of staff across the structure who are Team Teach trained</p> <p>Develop approaches within the curriculum that give attention to:</p> <ul style="list-style-type: none"> • Asthma • Childhood obesity • Hypermobility 		<p>SB</p> <p>Supported by link Governor</p>	<p>All pupils will have access to curriculum learning, through Quality First Teaching</p> <p>Staff will be confident and skilled as teachers of SEND</p> <p>Curriculum subjects and other initiatives (such as Forest School) make key contribution to support the health and well-being of all pupils</p>
Physical Access	<p>Ensure as far as possible that the physical school building is compliant as an accessible building</p>	Ongoing	Governing Body	<p>All members of the community will have access to appropriate facilities</p>