



Chandlers Field Primary School

Accessibility Plan

Policy date: Autumn Term 2021

Policy Type: Statutory

Review Cycle: Three Yearly

Chandlers Field Primary School

Accessibility Plan

for the period 2021 - 2024

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our school's accessibility plans 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
- Being mindful of the needs of staff, parents, carers and other visitors to Chandlers Field School

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recovers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Vision and values

At Chandlers Field we give our children the skills and experiences to enable them to:

- be confident, independent and active learners
- experience success and do even better than they thought they could
- continue their journey towards a full, successful and happy adult life

We work together to enable all our children to achieve their full potential regardless of class, race, gender or ability.

Our admissions policy states that children with a statement of special educational needs that names Chandlers Field School will be allocated a place before other applicants are considered. Our second priority after looked after children is children with exceptional social or medical needs.

About our school

Chandlers Field School is a single-storey pre-war building which was extended in 2005 to include a nursery and junior wing. We also have a children's centre and a community building and are located on a spacious site which offers extensive areas for learning and playing.

We are at the heart of the Molesey community and offer school places to 450 children between the ages of 3 and 11. The Three Rivers Children's Centre has links with over 400 families and our Community Building provides facilities for breakfast, lunch and after school clubs as well as mother and toddler groups and a holiday play scheme in co-operation with the local borough council. We also have close links with three other schools through the Voice Trust as well as other Surrey schools.

Our staff

The Headteacher acts as the lead professional, liaising with a range of health, social care, education and voluntary agencies and would be responsible for applying for additional resources or funding required to meet a pupil's or member of staff's needs.

We have two Special Educational Needs Co-ordinators (SENCOs) who ensure children receive the provision they require to access the curriculum. The SENCOs co-ordinate training for staff and liaise with parents and external expert agencies for support and advice.

We bring in other professionals from both Health and Education including Speech and Language Therapists, CAMHS, Physiotherapists, Occupational Therapists, Surrey STEP (Specialist Teachers and Education Psychologist Service), Physical and Sensory Support Service (PSSS), ASD Outreach, Surrey Young Carers, etc.

The Wellbeing Team Leader works closely with parents and children who are experiencing difficulties either in school or at home. She is experienced in delivering emotional well-being programmes including Drawing and Talking, and works on anti-bullying and friendship issues. She works closely with the School Counsellor.

We use the services of a Counsellor in school to support children with emotional difficulties and mental health problems, both identified and suspected. She works with parents if required.

Our Children's Centre Co-ordinator works in partnership with parents, schools and other professionals in the local community. This ensures all families are accessing advice and support on the health and wellbeing of their children under the age of five years.

Our Otters team work closely with Chandlers Field and St. Albans Schools to ensure the needs of pupils are met at our Breakfast and After Schools Club.

Our pupils

We have a range of pupils from different backgrounds with a variety of needs including cerebral palsy, mental health issues, hearing impairments, visual impairments, ADHD, ASD, epilepsy and dyslexia. We have an ethos of inclusion and aim to enable all children to participate fully in all aspects of school life.

Parents and visitors

We are mindful that a number of our parents and other visitors to the school have a range of needs including severe hearing impairments, ADHD, mental health issues and some who require wheelchair access.

Consultation

We have taken into account the priorities of Surrey County Council and have consulted pupils (via School Council and questionnaire), staff (including Children's Centre and Otters), parents and governors on our Access Plan.

Access action plan

Our Access Action Plan incorporates what we have already achieved and what is required to improve:

- access to the curriculum
- the physical environment
- written information

Please refer to separate Access Action Plan.

The policy and action plan were approved by the Governors' Resources Committee at their meeting on: Autumn 2021

To be reviewed: Every 3 years by Resources Committee

Next review due: Autumn Term 2024