

# Chapel Allerton Primary School

## Accessibility Plan 2024-2027



At Chapel Allerton Primary School, we are proud of our friendly atmosphere where we get to know each child whilst fostering a sense of community responsibility.

Our school values underpin everything we do, providing a safe, supportive and encouraging environment in which we recognise each unique individual. We set high standards of achievement and behaviour whilst ensuring that the children's school days are enjoyable.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and their individual needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our pupils are of the utmost importance to all our staff.

### Purpose of Plan

This plan shows how Chapel Allerton Primary School intends, over time, to increase and maintain the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

### Areas of planning responsibilities

Increasing access for disabled pupils to the **school curriculum** - this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improving access to the **physical environment** of schools - this includes improvements to the physical environment of the school and physical aids to access education.

Improving the delivery of **written information** to disabled pupils - this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### Contextual Information

The school building is one of the oldest in Leeds originally opening in 1878. The red brick Victorian building is grade ii listed and houses the halls, administration offices and one classroom. In 1991 14 classrooms were built attached to the Victorian building by a conservatory style roof. On a lower level the school has a separate dining hall which is also used as a before and after school club and for music lessons. The school has an upper and lower playground while it shares the use of a playing field approximately 1km away.

The upper and lower playgrounds are connected via a ramp and a lift has been installed.

A disabled toilet within a full care suite is located close to the main entrance of the school.

At present we have several pupils who require assistance with physical movement and some children and parents who require support with walking long distances, these parents can park in the disabled bays in the school carpark to drop off and collect their children.

We offer a range of support to parents with specific literacy difficulties and who are neurodivergent, including scribing and typing on their behalf, liaising with professionals on their behalf, and using alternative contact methods.

### Current range of known disabilities

The school has children with a range of disabilities to include complex and severe learning needs. We have a small number of pupils who have a hearing or visual impairment.

### Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time- scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on supporting children with disabilities	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs

	CPD access where appropriate.			
Use ICT software to support learning	Make sure software installed where needed Use of Clicker 8 Touch screen laptops and iPad's	As required	ICT lead IT technician SENCO	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness Compilation of risk assessments for individual children	As required	EVC Coordinator	All pupils in school able to access educational visits and take part in a range of activities.
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school Inclusive PE training	As required	PE Coordinator SENCO	All pupils in school able to access PE and take part in a range of activities

### Improving access to the physical environment of the school

Provision will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review, we liaise with various professionals to understand what specific resources are needed for an individual child.

Target	Strategies	Time-scale
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the EHCP process when required Be aware of staff, governors and parents access needs and meet as appropriate Additional spaces can be used for individuals who cannot access higher	As required Induction and on-going if required Annually

	<p>level areas of the school (e.g. the staff room)</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletters and parental consultation meetings.</p> <p>Consider access needs during recruitment process</p> <p>Ensure staff aware of Environment Access Standard</p>	<p>Recruitment process</p> <p>Recruitment Process</p>
Children have access to specific resources that are tailored to individual physical needs	Use of writing slopes, pen grips, tripod pencils, spring loaded scissors, anti-slip mats, desk handle, weighted cuffs, overlays, walkers, breezi-chairs, resources to meet sensory needs.	<p>On-going</p> <p>As required</p>
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going
Ensure all disabled pupils can be safely evacuated	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>	<p>As required</p> <p>Each Sept</p>
Ensure accessibility of access to IT equipment	<p>Alternative equipment in place to ensure access to all hardware including hall</p> <p>Liaise with DAHIT and visual impairment team on information with regard to the visual impaired and hearing-impaired pupils.</p> <p>Use of Clicker 8 on iPad and touch screen laptops for pupils with a recognised need or disability.</p>	<p>On-going and as required</p> <p>Software may be required</p> <p>As required</p>
All fire escape routes are suitable for all	<p>Make sure all areas of school have wheelchair access</p> <p>Egress routes visual check</p>	<p>On-going and as required and as appropriate</p> <p>Weekly</p>

### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, textbooks and information about school events. When required, alternative methods of delivering information and learning can be used e.g., the use of ICT software such as filming, recording and online learning tools. The

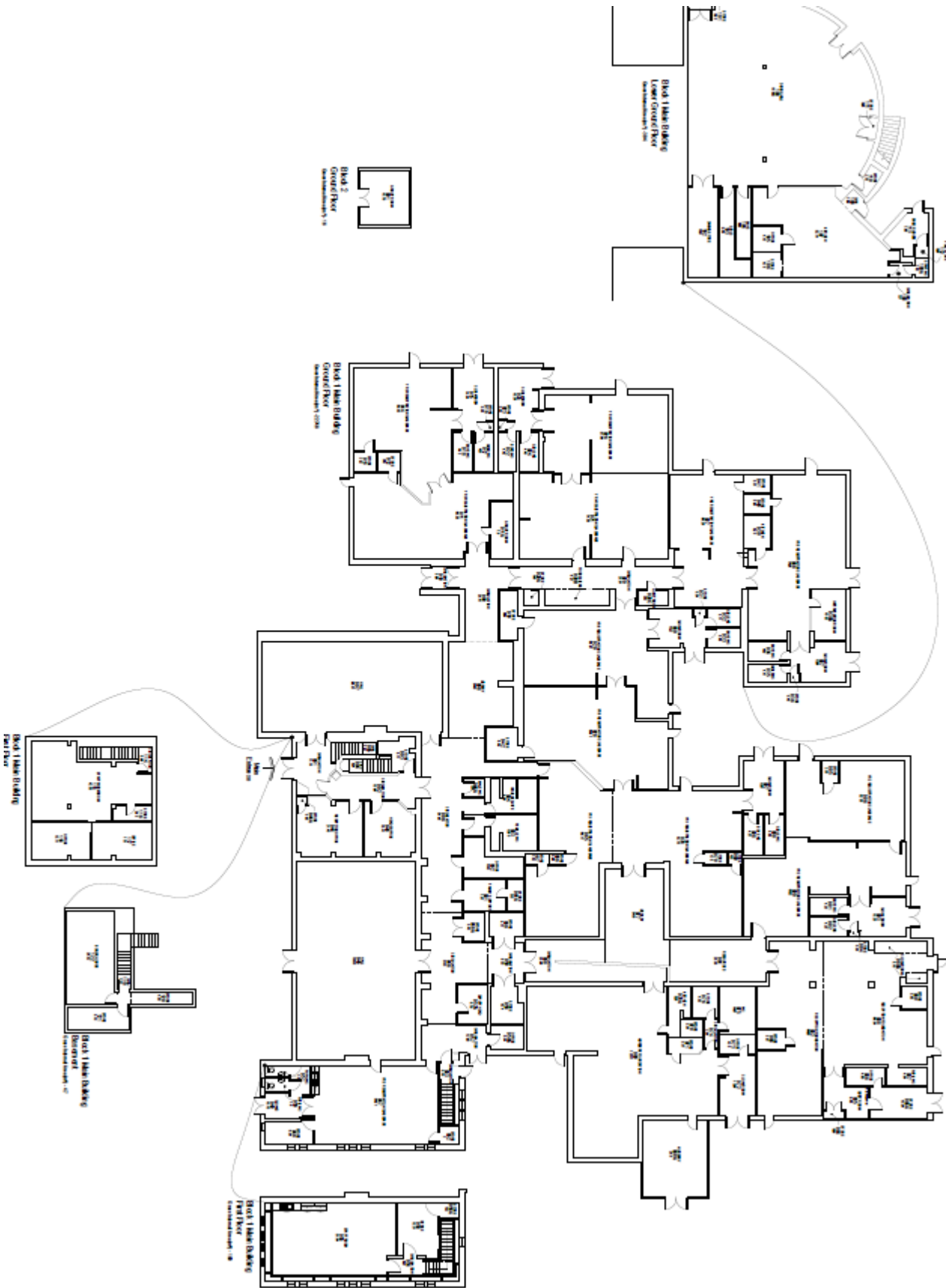
information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in clear English  School office will support and help parents to access information and complete school forms.  Ensure website and all document accessible via the school website can be accessed by the visually impaired.	On-going	School Office  Website design team	All parents receive information in a form that they can access  All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO/ EAL Coordinator.	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have	Ensure Prospectus is available via the school website.	On-going	Office	All can access information about the school

difficulty with standard form of printed information

Whole school floor plan showing fire exits and care suite:



*Revised by Louise Turnbull & Kate Opie (SEND Team) 26/01/2024*

Date agreed by governors: *PBDW 29/02/2024*

Signed (Chair of Governors):

(Headteacher): N.Sykes 26/01/2024

Date for review: February 2027