

Viking Academy Trust



Accessibility Policy Chilton

Approved by the Trust: Term 5 2023

Reviewed every 3 years

Next review date: Term 5 2026

Signed

A handwritten signature in black ink, appearing to read 'A Robb', is written over a faint rectangular grid.

Chair of Trust

Accessibility Plan

The Viking Academy Trust

Schools in the Viking Academy Trust (VAT)

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This '**Accessibility Plan**' is specific for Chilton Primary School.

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1. Vision Statement:

Under the Equality Act 2010 schools should have an **Accessibility Plan**. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. 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”.

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

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

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Trust Board. The review process can be delegated to the Local Advisory Body (LAB), an individual or the Head.



At the Viking Academy Trust, the Accessibility Plan for each Viking school will form part of the Trust Improvement Plan and will be monitored by the Viking COO and evaluated by the Trust Board (delegated to the FAR Committee: Finance, Audit & Risk Committee)

At Chilton Primary School we are committed to working together to provide a inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Chilton Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

- 2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.
- 3) Chilton Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The Chilton Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information

about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

- 5) The Chilton Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Asset Management Plan
 - Behaviour Policy
 - Curriculum Policy
 - Managing Incidents in School Policy
 - Equality Policy
 - Equality Plan
 - Health & Safety Policy
 - School Prospectus
 - School Improvement Plan
 - Special Educational Needs Policy
- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Viking Trust Board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be published on the school website.
- 11) The Accessibility Plan will be monitored through the Trust Board FAR Committee.
- 12) The school will work in partnership with the external parties in developing and implementing this Accessibility Plan.
- 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives Our Aims

are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and parents, as needed

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are no parts of the school to which disabled pupils have limited or no access at the moment.

Curriculum

There are currently no areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum do present particular challenges, and these are dealt with on an individual basis.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a single storey building with wide corridors and several access points from outside.

One classroom is only accessible by using stairs. Currently there are not ramps available.

The hall is accessed via stairs. It is not currently accessible to all.

On-site car parking for staff and visitor includes two dedicated disabled parking bays.

Main entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

There are disabled toilet facilities located in the middle of the school.

The school has internal emergency signage and escape routes are clearly marked. Facilities are available for the use of wireless microphones used by hearing impaired people

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Viking Academy Trust work closely with appropriate external agencies.



Chilton Accessibility Action Plan:

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

| Aim | <i>Current good practice</i> | Objectives | Actions to be taken | Person responsible | Date to be completed by | Success Criteria |
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| | <i>Include established practice and practice under development</i> | <i>State short, medium & long term objectives</i> | | | | |



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| <p>Increase access to the curriculum for pupils with a disability</p> | <p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability</i></p> | <p>Training for specific staff including medical</p> <p>Use of IT equipment</p> <p>Review curriculum resources to update & refine</p> | <p>Audit of CPD as part of appraisal process & Staff Career Progression Planner</p> <p>Teachers to be given opportunities to observe outstanding practitioner use IT to further enhance learning in lessons</p> <p>Use of specialist teaching & learning services advice within practice and intervention</p> | <p>SLT</p> <p>SENCo / SLT</p> | <p>Ongoing, commencing 2023</p> <p>Ongoing 23-26</p> | <p>Appropriate training in place to meet the medical and other needs of pupils</p> <p>Evidence of IT equipment being used in lessons more effectively in formal / informal learning walks and lesson obs</p> |
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| | <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Fine & Gross Motor Interventions in place for specific pupils</i></p> | | | SENCo / HoY | | Interventions in place for Fine & Gross Motor group skills (Fizzy grps) with assessment which identifies and show progression |
| <p>Improve and maintain access to the physical environment</p> | <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators (N/A)</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> | To ensure external steps are visible | To paint yellow lines on external steps on to playground to improve visibility and raise awareness | Estates H&S Manager Upton LAB H&S Governor | Summer 2024 | Yellow lines visible |

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| | <input type="checkbox"/> Have <i>Library shelves at wheelchair-accessible height</i> | | | | | |
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| <p>Improve the delivery of information to pupils with a disability</p> | <p><i>Staff are welcoming and happy to invite parents and visitors into school</i></p> <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Language converter on website</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> | <p>Improve communication at the front door to be accessible for all</p> | <p>Create pamphlets which are available at the front desk / and online to direct parents and visitors to local support networks e'g' SEND support, family support services etc</p> <p>Have a TV welcoming parents and visitors with LIVE twitter feed and interesting events displayed. Include BBC news feed.</p> <p>Have school prospectus available in different languages.</p> | <p>SLT/CAM Manager</p> | <p>2023-26</p> | <p>Pamphlets on display</p> <p>TV up and working</p> <p>Prospectus / website documents translated on request.</p> |
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Appendix 1: Chilton Accessibility Audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|---|--|---|-----------------------------|
| Number of storeys | One - however, parts of the school can only be accessed internally via stairs eg main reception corridor to main hall (& dining hall), hall to Key stage 2, hall to Key stage 1 | Corridors to be kept clutter free, clean and carpeted areas reviewed to ensure hazards are identified and rectified. | Estates & H&S Manager with Caretaker H&S Gov to monitor | |
| Corridor access | All corridors are accessible for wheelchairs and wide enough for manoeuvre | Adequate space is available for wheelchair / frames | As above | |
| Lifts | N/A | | | |

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|---------------------|--|--|-----------------------|---------|
| Parking bays | Designated spaces available in school car park (2) | Maintain signage on allocated car park spaces and ensure these spaces are signposted | Estates & H&S Manager | ONGOING |
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| Entrances | Main entrance / gates are double door access | Main entrance gates are not automatic opening. To be looked at when doors/gates replaced | Estates & H&S Manager | 2026 |
| Ramps | Ramps. One sloped surface is used to access the playground. | Site Team to ensure ramps remain clear from clutter and surface level appropriate. Ensure H&S audit completes annual check of ramps | SLT/ Caretaker & H&S Governor | ongoing |
| Toilets | Disabled toilet available on main corridor with a handrail and a pull emergency cord | Maintain usage | Caretaker | ongoing |

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| <p>Reception area</p> | <p>Double doors. These are automatic. Buzzer entry system available to request opening.</p> <p>Enclosed lobby plus large reception area.</p> <p>Low level reception area</p> | <p>Main doors to school are automatic and under a maintenance contract</p> <p>Site Team to test 'buzzer' at regular intervals and maintain as appropriate</p> | <p>Caretaker</p> | <p>ongoing</p> |
| <p>Internal signage</p> | <p>Large signs in place</p> | <p>Ensure signage is up to date. This is checked as part of termly H&S audit.</p> | <p>Caretaker/ H&S Governor</p> | <p>ongoing</p> |
| <p>Fire Alarms</p> | <p>Currently auditory alarm in place.</p> <p>Emergency evacuation plan in place that considers evacuation of persons with disability</p> | <p>Visual fire alarms to be installed in new areas of the school and when old areas are being developed.</p> <p>Evacuation plan to be updated annually</p> <p>Weekly Testing of alarms with notices in communal areas to inform staff & visitors</p> | <p>Estates, Health & Safety Manager</p> <p>Caretaker</p> | <p>2023-26 ongoing</p> |

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| Doors | Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door. | Maintenance of doors - ensure the fittings to hold open (external) are secure in all weathers | Caretaker | 2024 |
| Emergency escape routes | Labels well and clearly displayed throughout school. | Continue to maintain labels and ensure these remain in place and are visible to all. This is checked as part of termly H&S audit. | Estates & H&S Manager / Caretaker/ H&S Governor | ongoing |