



CHIPPING SODBURY SCHOOL

Accessibility Plan 2024 - 2026

Section 1:

Duties within the Equality Act 2010

Local authority accessibility strategies and school accessibility plans are a requirement of Schedule 10 of the Equality Act 2010. As well as general duties for public bodies, the Equality Act states specific duties, mainly:

- not to treat pupils with SEND less favourably and for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to publish and implement an accessibility strategy to increase access to school education for disabled pupils

Auxiliary Aids

In September 2012 the duty to provide auxiliary aids and services (including specialist equipment which could include laptops and tablets) was extended to include schools. This places schools under a duty to provide aids and services where it is reasonable and where it would prevent a pupil with a disability being put at a substantial disadvantage when compared to his or her non-disabled peers.

The exception to this duty is where the aid or service is specified in a statement of SEN or an Education, Health and Care Plan in which case the responsibility to provide the aid or service lies with the local authority (LA). Examples of auxiliary aids include assisted listening devices (ALD) such as radio aids, adapted physical education equipment, adapted keyboards and computer software.

Approved by: School LGB

Date: Nov 2023



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Next review date: Sept 2026

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment

The table below sets out how the school will achieve these aims.



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Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
1. Increasing access to enable all students to access the school curriculum	<p>Exams Officer and SENDCO - examinations access register of needs</p> <p>Admissions Officer collation and sharing students' needs at the point of admission</p>	<p>Staff receive and have ongoing access to support, information and training to meet the needs of individual students.</p>	<ol style="list-style-type: none"> 1. Regular examination of the needs of current school population and admissions officer raises any issues of students registering for future admission. 2. Liaison with current school and/or parent regarding any 	<p>Assistant Headteacher</p> <p>SENDCo</p>	<p>Annually</p> <p>In place and reviewed</p>	<ol style="list-style-type: none"> 1. Raise staff awareness of student's' needs who are currently in school through SEND Register and in advance for those with disabilities being admitted to the school.



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	<p>SENDCO shares students' needs with staff through regular briefing updates</p> <p>Teaching and Learning Briefing updates</p>		<p>reasonable adjustments a student may require in relation to entry to school.</p> <p>3. Annual review of the SEN & Disability Policy and highlight to new staff in staff handbook and through new staff induction programme.</p> <p>4. Guidance for staff on strategies for helping students with SEND and familiarisation with QCA guidelines on Planning, Teaching and Assessing the curriculum for students with learning difficulties. Notes included on ClassCharts, Staff Drive, and regular updates given at staff</p>		<p>annually</p> <p>Annually and term 5/6</p> <p>On-going amendments made to guidance as the need arises</p>	<p>2. Students' needs can be assessed before coming to the school with regards to accessing the curriculum and meetings can be held with parents.</p> <p>3. Raise self-awareness</p> <p>4. Staff able more fully to meet the requirements of SEND students with regards to assessing the curriculum.</p>
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<p>2. Improve and maintain access to the physical environment</p>	<p>The school is now well placed in terms of access to the physical environment for disabled students.</p> <p>Over the past fifteen years, the following improvements to the physical environment have been made</p> <ul style="list-style-type: none"> → Lift installed to upper floor of main building → Lift installed to lower part of drama hall → Ramps to every building with handrails, colour contrast when possible. → Lighting had been improved in some areas and carpets have improved the acoustic environment. → Wider entrance door to allow wheelchair access 	<p>Short term</p> <p>Maintain condition of the physical environment both interior and exterior to ensure existing facilities are kept to a good standard. Painting of stairways and steps in contrasting colours.</p> <p>Medium term</p> <p>Improvement to outdoor areas to eliminate poor condition of surfaces and possible trip hazards.</p> <p>Review signage.</p> <p>Long term</p> <p>Install auto door mechanisms for easy wheelchair access where possible.</p>	<p>time support for students and staff.</p> <p>Changes to the physical environment in future should include:</p> <ul style="list-style-type: none"> → Further improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings; → The provision of particular furniture and equipment to improve access as required. → Automated door mechanisms for easy wheelchair access. → Improvement to outdoor areas to ensure level surfaces free from trip hazards. → Ensure outdoor 	<p>Business Manager and site staff.</p>	<p>Short term objectives by mid-2024</p> <p>Medium term by end 2024</p> <p>Long term by end of 2025</p>	<p>Short term – Floors repainted, general maintenance to ensure DDA compliance completed.</p> <p>Medium term – External surfaces repaired to a high standard. No trip hazards or risk areas.</p> <p>Long term - Auto doors installed on existing entrance doors where possible.</p>
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	→ Blinds/curtains fitted to classroom windows to		furniture is contrast coloured			
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	<p>improve visual access to whiteboards etc.</p> <ul style="list-style-type: none">→ Painting sloping areas and stair edges to improve visual awareness.→ Better information has been made available to building users regarding location of various areas/equipment etc.→ New sports centre with fully DDA compliant facilities.→ Construction of a specialist Autistic Spectrum Access Centre to cater for students with particular needs.		<ul style="list-style-type: none">→ where appropriate. Ensure road and path markings are well maintained.			
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	<p>→ Areas of poor paving have either been removed or renovated.</p>					
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Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey buildings with exception of main school block, two storeys.	Stairways to be repainted in contrasting colours.	Site Team	Repainted summer holidays Ongoing periodic review and repaint.
Corridor access	Ramps available with hand rails to all corridors on ground floor.	None		



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Lifts	Lift to first floor Lift to lower section of drama hall	Ensure service and maintenance schedules complied with	Site team	Ongoing annually.
Parking bays	Disabled spaces clearly marked	Remarking to take place when necessary	Site team.	
Entrances	Ramps and handrails available. Auto doors on some entrances but not all	Review need for auto doors where possible depending on funds	Site Team	When funding permits
Ramps	See comments re entrances and corridors re ramps			
Toilets	1 x disabled toilet in main building 1 x disabled toilet in science block 1 x disabled toilet shower in Inclusion Centre 2 x disabled toilet/shower in sports centre	To be maintained to a high standard	Site Team	Ongoing.



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Internal signage		Maintain compliance	Site Team	ongoing
Emergency escape routes	Clearly marked, DDA compliant	Maintain compliance		ongoing