



<b>CHAPEL HADDLESEY C OF E PRIMARY SCHOOL</b>
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<b>BEHAVIOUR, DISCIPLINE &amp; REWARDS POLICY</b>
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<p style="text-align: center;"><b>Mission statement</b> Loving life, loving learning, loving god</p>
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<b>Document Status</b>	
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<b>Date of adoption by the Governing Body</b>	<b>Date of next review</b>
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Spring 2020	
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	Spring 2023
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<b>Responsible officer</b>			
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J. Marwood			
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<b>Signed:</b>			
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<b>Headteacher</b>		<b>Chair of Governors</b>	
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	S. MacDonald		
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			C Taperell & J. Brown
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<b>Links to Other Policies</b>	
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# CHAPEL HADDLESEY CHURCH OF ENGLAND PRIMARY SCHOOL

## Access Policy and Plan

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Chapel Haddlesley C. of E. Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - ✓ Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - ✓ Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - ✓ Improve and make reasonable adjustments to 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 time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore, some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The School Brochure will make reference to this Accessibility Plan.
8. The School's complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published on the school website.
10. The Plan will be monitored through the Teaching, Learning and Assessment Group, Health and Safety working party and at Full Governors Meetings.
11. The Plan will be monitored by Ofsted as part of their inspection cycle.
12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Chapel Haddlesey C. of E. Primary School Accessibility Plan 2020-23  
Improving the curriculum access Chapel Haddlesey

Target	Strategy	Outcome	Lead	Time-Frame	Achievement
Support and coaching for teachers on differentiating the curriculum.	Differentiation to be central to coaching sessions with headteacher and mathematics subject leader. School is more effective in meeting the needs of pupil. Teachers and TA's upskilled to provide targeted support.	All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum. IEP's relevant to needs and impact on learning.	Head of School and Executive Headteacher	Ongoing	Increase in access to curriculum. Progress increases.
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. Update SEND register and liaise with external professionals for further support, documented and shared with parents within IEP.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available.	SENCo	Ongoing	Increase in access to all school activities for all disabled pupils. Good progress within learning.
To achieve the Dyslexia Quality Mark.	Self-audit of school. Action plan to develop provision in school. Develop a bank of dyslexia friendly resources to use in school. Regular staff meetings and learning walks to assess the impact of the provision. Application for award.	Classrooms have the same consistent approach towards support materials and teaching strategies to support children who are or may have dyslexic tendencies.	SENCo and all staff	Ongoing	All pupils able to self-select support materials. Staff trained to support pupils more effectively, impacting upon learning. Consistent approach adopted in environment, impacting upon ability to use resources to impact on learning.
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review all out of school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Head of School	Ongoing	Increase in access to all school activities for all disabled pupils

Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. EYFS and whole school outdoor area designed and built, ensuring accessibility for all.	Teachers/ SENCo	Checked on monitoring visits.	Increase in access to the school curriculum impacting on enjoyment, engagement and progress.
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to access.	SENDCo	Summer 2020	Community will benefit from being a more inclusive school and social environment
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes.	SBM	Summer 2020	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested.	All school information available for all who request it.	SENCo/ Office	As requested	Delivery of school information to parents and the local community improved.
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all who request it.	SBM	New website is accessible to visually impaired.	Delivery of school information to pupils & parents with visual difficulties improved.
To ensure that the school has suitable disabled access for visitors and suitable facilities	Audit of access in school and planned adjustments to take place where possible.	Reasonable adjustments are made to the school to allow for greater access for disabled members and visitors. School refurbishment in July 2017 has downstairs facilities to allow for greater disabled access such as:	Headteacher and Governors	Completed	Facilities within school are accessible to all impacting upon equal opportunities of pupils, staff, visitors and potential applicants to the school.

		Disabled toilets, automatic entrance door, wide corridors, ramps rather than steps, supporting hand rails.			
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