



CHAUCER INFANT AND NURSERY SCHOOL

2022 – 2025



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CHAUCER INFANT AND NURSERY SCHOOL

ACCESSIBILITY PLAN 2022 – 2025

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

Not to treat disabled pupils less favourable for a reason related to their disability;

To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;

To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the 3 areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Starting Points

Chaucer Infant and Nursery School is a fully inclusive school. There is equality of opportunity for all pupils to follow a full national curriculum timetable and to take part in extra curricular activities appropriate to each year group and in the full life of the school. We aim to meet the individual needs of all pupils at the school effectively so that they benefit as fully as possible from the education they receive and attain their potential.

We recognise the individual needs of all students and endeavour to maximise the potential of all students: every teacher shares these responsibilities. As many barriers to learning as possible for all pupils are tackled. Where pupils have additional needs staff have undertaken specialist training, e.g. ASD, attachment, manual handling.

Specialist learning resources are bought and structural changes undertaken where appropriate e.g. widen of doors for wheelchair access, a sensory room, improved outdoor surfaces. The impact of this work is to provide the correct environment for all our pupils to thrive and progress.

The school, with its supportive, integrated environment and in partnership with parents and governors, aims to maximise the self esteem of all of its students. This, in turn, helps pupils to realise their potential.

Main Priorities for 2022 to 2025

Please see our Improvement plan for accessibility 2022-2025 attached below.

