



ACCESSIBILITY POLICY and ACTION PLAN

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy and Plan template reviewed by: Christopher Sanderson – Director of School Compliance and Policies

Policy and Plan template approved by:

Review date: 25/06/2023

Submission: 01/07/2023

Version: v6.0

Policy actioned from: September 2023

Next review date: 31/08/2024

Reviewer's Signature: 

Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

Accessibility Policy and Action Plan

This policy should be read in conjunction with the school's Disability Policy.

Accessibility Policy

Introduction

Accessibility planning is an integral part of the school's annual planning cycle. The Accessibility Plan, created in accordance with the planning duties of the Equality Act 2010 (as amended by the SEN and Disability Act 2001 and 2005 (SENDA)), forms part of the whole school development plan while remaining as a permanent agenda item in the SLT (Senior Leadership Team) meetings, ensuring it is a focus of attention.

Original legislation required the plan to cover a fixed 3-year period, as determined by the government. However, recent DfE guidance allows schools to choose any 3-year period. The school's plan covers the 3-year period as specified in its title. The school has adopted the format of planning for a rolling 3-year period; a new year is added at each annual review and the details of the completed year, annotated to record what has been achieved, are archived and made available on request to any appropriate inspection body. The coherence of the plan and its influence upon other developments is monitored by the SLT on an annual basis.

The Accessibility Plan draws on the guidance set out in:

- SEND Code of Practice (2015)
- "What Equality Law Means For You As An Education Provider" (2014)
- "Equality Act 2010: What Do I Need to Know? Disability Quick Start Guide" (2011).

Over its 3-year period, the plan aims to:

- a) increase the extent to which disabled pupils can participate in the school's curriculum;
- b) improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school;
- c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Adequate resources will be allocated for the implementation of this plan.

Definitions of Disability and Special Educational Needs

Disability is defined as follows by the Equality Act 2010:

A person has a disability if:

- they have a physical or mental impairment;

- the impairment has a substantial and long-term adverse effect on their ability to perform normal day- to-day activities.

For the purposes of the Act, these words have the following meanings:

- ‘substantial’ means more than minor or trivial; for example it takes much longer than it usually would to complete a daily task;
- ‘long-term’ means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- ‘normal day-to-day activities’ include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

The definition of Special Educational Needs in the Children and Families Act 2014 includes pupils with significantly greater difficulty in learning than the majority of children of their age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of his or her age in mainstream schools. Not all pupils are disabled by their SEN and vice versa.

The SEND Code of Practice makes it clear that the definition of disability includes sensory impairments, such as those affecting sight or hearing, and long term health conditions, such as asthma, diabetes, epilepsy, and cancer.

Progressive Conditions Considered to be a Disability

A progressive condition is one that gets worse over time. There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are Specifically Excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

Objective of the Accessibility Policy and Plan

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

The school recognises its duties under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admission and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably

- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education
- To have and regularly to update an Accessibility Plan which meets the statutory requirements by being in writing and covering the three strands over time, as noted in the introduction, above.

The SEND Code identifies a clear focus on the participation of children and young people and their parents in decision-making at individual and strategic levels. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles, which underpin an inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Management

In formulating the plan, the SLT may co-opt additional members whose expertise in any field would be of assistance.

The SLT's terms of reference are:

- To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- To make decisions with a view to improving the accessibility of its education in its many aspects, to pupils or prospective pupils with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken;
- To continue to review the school's Disability Policy;
- To continue to review the school's Accessibility Action Plan.

Learning and Teaching

The school has:

- Appropriately trained SEND staff in each of its educational settings each equipped to deal with the range of mild or moderate learning difficulties experienced by children who, with our support, can benefit from the curriculum we follow.
- A strong and successful record of supporting children with a range of SEND needs by planning with parents and children, seeking advice from appropriate professionals and training staff with regard to any child's specific needs.
- Students are assessed for SEND upon admission and other times when a need is identified.

The school has a procedure for dealing with accessibility in advance of a child's admission or, in the case of the emergence of a disability, the following procedures are in place:

Pre-Admission

A lot of planning takes place before the child arrives at school. This will include:

- Information gathering from parents, the child's current school or nursery and relevant external agencies.
- Writing an individual accessibility and/or education plan tailored to the needs of the child. This will involve meeting with parents and meeting with the child to discuss their preferences. It may also involve meeting with external agencies who specialise in dealing with that particular disability, who can offer support to the school when planning the appropriate provision for the child.
- Providing adequate training for staff, who will be responsible for that child, so that they feel confident to carry out the plan.
- Providing the correct resources for the child so that he/she has as much access to the curriculum as is reasonably practicable.

After Admission

Planning and undertakings will include:

- Managing and recording the pastoral care of the child through the school's pastoral system and fostering the child's social and emotional development, with appropriate documentation.
- Reviewing the plan with the parents and child and, where relevant external agencies, at appropriate intervals so that planning can be put in place for the following term.
- Communicating with future schools with regard to the child's needs.

If the onset of disability occurs during a child's time with us, all of the above will be put in place.

Training

The overall planning of staff training is undertaken by the SENDCO and Head. Training is given to the whole staff (full-time and part-time) on SEND and Disability on at least a two-year cycle. Training is undertaken on a whole staff basis with regard to learning styles, learning differences, learning difficulties and multi-sensory teaching over an extended period.

Training is undertaken on a 'need-to-know' basis with regard to, for example, asthma, epilepsy, anaphylaxis, colostomy management, cystic fibrosis and other conditions. Training will continue to be tailored to provision for and understanding of specific conditions as appropriate.

Pastoral Care

Pastoral Care is an agenda item at each meeting of the SLT and forms part of the annual development plan.

A Health and Safety Committee, comprising appropriate members of staff, meets termly to consider all matters of Health and Safety.

Arrangements for Health and Safety on trips and visits are scrutinised and approved by the Head and Educational Visits Co-ordinator.

Physical Environment

The Head has overall responsibility for the school's physical environment.

The school recognises that environmental adjustments cannot readily be made in response to the arrival of a child with a disability and that, therefore, longer-term planning is needed to ensure that environmental factors are improved including access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is where the Action Plan becomes a part of the policy.

The plan below sets out the action being taken by the school as positive steps to promote equality and eradicate discrimination for all.

Disability Policy Review

The responsibility of review is the Senior Leadership Team.

The terms of reference are:

- to review the school's policies, procedures and facilities, as they are likely to affect pupils and prospective pupils who are disabled, and to prepare an audit of current provision.
- to make recommendations with a view to improving accessibility of the school's education to pupils or prospective pupils with disabilities, by means of reasonable adjustments and by planning for the future by preparing an Accessibility Plan.
- to review such plans and policies as necessary at least every three years.
- an audit of current provision

Admissions

Admission to the school is on a non-selective basis (no written assessments are taken). We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. We welcome pupils with physical disabilities provided that our site can cope with them. The school's policy is to enrol pupils regardless of any disability of which it is aware, provided that the school can accommodate their needs within the parameters of reasonable adjustments.

The school asks parents of prospective pupils if special needs should be taken into consideration. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as considered appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

The life of the school is enhanced by inclusive policies, but equal importance must be given to ensuring that no pupil's education is impaired.

Delivery of the Curriculum

Through INSET, staff meetings and other initiatives, such as online learning, we train classroom staff on developing inclusive approaches towards teaching.

Classroom Arrangements

Freestanding tables and chairs in most classrooms mean that furniture can be rearranged easily to accommodate disabled students. Where appropriate for learning needs, the school encourages the use of laptops or other portable devices. The majority of rooms are fitted with blinds, which might be of benefit to students with visual impairment. Lessons provide opportunities for all students to achieve. For example, provision may be made for dyslexic and dyspraxic students to use laptops in lessons and for tests. The school keeps detailed records of pupils' needs and the range of support provided, which it uses to make application for extra provision in public and formal examinations.

Delivering Material in other Formats

ICT and photocopying facilities are available to produce large print information.

Visits

School visits are open to all, provided the appropriate medical practitioner declares any individual with a medical condition is well enough to travel. However, the school might need to consider the transport and accommodation needs of a wheelchair user.

Policies

Details of the Equal Opportunities policy, including disability, are published in the staff handbook. This policy and plan should also be read in conjunction with the SEND and Inclusion Policy.

School Design: Access to Buildings

Reasonable adjustments have been made to all areas of the school, but some may well require further changes to accommodate individual new students – this will be assessed at the time of application.

Emergency Evacuation

If a pupil with a disability is admitted to the school, relevant staff will be provided with training to support the pupil's emergency evacuation. Within the structure of the current premises, a number of modifications may be possible in order to increase accessibility for disabled pupils and parents.

Should it be beneficial for a pupil with a disability, the school will create a Personal Emergency Evacuation Plan (PEEP), consulting, as relevant, with the pupil's medical practitioner and the emergency services.

In planning for emergency evacuation, if appropriate, the school will consider, for example:

- equipping fire alarms and bells with additional visible signals to meet the needs of any deaf pupils.
- acquiring an ‘evac-chair’ or similar equipment to facilitate the emergency evacuation of a pupil with mobility difficulties.

Interpretation

In this policy, the term “senior manager” means the School Head and their designated deputies.

This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools.

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is Crimea Office, The Great Tew Estate, Great Tew, Chipping Norton, Oxfordshire, OX7 4AH. Any enquiries regarding the application of this policy should be addressed to the Director of Information at the above address.

Key Action Areas

The following table provides a summary of the school’s priority areas for action.

Key Action Areas	Timescale
a) increase the extent to which disabled pupils can participate in the school’s curriculum;	
<p>The school aims to employ a part-time support assistants in line with the recommendations of the EHCP (Education, Health and Care Plan)</p> <p>The school aims to review the IT provision for all pupils including those with SEND and recommend the optimum devices and resources for accessing the curriculum.</p> <p>The school aims to improve the emotional and mental health of the pupils by reviewing current provision and investigating options for a visiting counsellor.</p> <p>The school aims to continue to highlight the successes of people with disabilities with a view to raising aspirations and promoting diversity.</p> <p>The school aims to employ a part-time support assistants in line with the recommendations of the EHCP (Education, Health and Care Plan)</p> <p>The school aims to continue to highlight the successes of people with disabilities with a view to raising aspirations and promoting diversity.</p>	<p>Reviewed again in June 23 and new appointments made for Sept 23.</p> <p>Ongoing discussions with Chatsworth IT and parents.</p> <p>Mental Health Counsellor appointed one day per week starting Sept 23.</p> <p>Ongoing efforts to champion DEI across the school</p> <p>New appointments made for Sept23 in line with EHCP and general SEND needs.</p> <p>Ongoing efforts to champion DEI across the school, working closely with the DEI Lead at Chatsworth Schools.</p>
b) improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school;	
Conduct a review of access arrangements of current corridors and areas and make recommendations for improvement.	TBD with Chatsworth
c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	

--	--

Accessibility Plan 2022 - 2025

***Note:** In the Resources & Cost Estimate column, the following code is used: £ = £0 to £50, ££ = £51 to £500, £££ = £501 to £5000, ££££ = over £5000.

SECTION A: Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Outcomes for learners (to include monitoring arrangements and progress)	Time frame
To review the range of learning resources that is accessible for students with different disabilities.	Heads of Department to review resources in their curriculum areas collaborating with the Special Needs Co-ordinator	SENDCO & Heads of Department	Head	Time/Training £	Students with disabilities have increased access to curriculum materials.	Ongoing and regularly reviewed
To provide access to the curriculum for pupils who have difficulties with visual stress.	Internally assess children presenting with reading / tracking difficulties. Provide coloured overlays where needed.	SENDCO, class teachers	Head	Cost of one coloured overlay for each child who needs it. ££	Children with visual processing sensitivity are able to read more easily and without strain.	Ongoing and reviewed regularly
To enable children with learning needs to make good progress and attain in line with their underlying ability.	Provide individual lessons with specialised members of staff. Review the attainment for all SEND pupils. Provide group curriculum support	SENDCO, Head of Departments & class teachers	Head	SENDCO time Leadership Team Dedicated INSET time £££	The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on the school roll matches or is improving towards that of other pupils with the same starting points.	Ongoing and reviewed regularly

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Outcomes for learners (to include monitoring arrangements and progress)	Time frame
To increase the confidence and skills of all staff in noticing and supporting pupils with learning needs	Develop a plan of training for all staff in supporting and noticing the needs of pupils with SEND. Checklists for common Learning Needs published in shared drive for staff to use.	SENDCO, Head of Departments & class teachers	Head	SENDCO time Leadership Team External trainers Educare Modules ££	Staff are more confident in identifying and supporting children with learning needs and disability.	Ongoing and reviewed regularly
To use progress data gathered in Years 7, 8 and 9 as well as teacher information and professionals reports to ensure that all Year 9s who may need access arrangements for external examinations are assessed.	Arrange assessments in the Summer term of Year 9 by SENDCO. Make provision for exam access arrangements, e.g. extra time, lap top use, readers.	SENDCO & Exams Officer	Head	SENDCO Exams Officer ££	Pupils are able to access exams and teachers have the best understanding of how to support pupils with their learning.	Ongoing and reviewed regularly
To improve social, emotional and mental health offer by providing a school counselling service and/or ELSA support from an ELSA trained TA on staff.	The school aims to improve the emotional and mental health of the pupils by reviewing current provision and investigating options for a visiting counsellor. Two ELSA trained TAs have been appointed and will support some pupils with	ELSA TAs SENDCO	Head	ELSA trained TA time School Counsellor £££	Pupils with social and emotional needs will be supported at school and make academic and social progress.	Ongoing School counsellor to start Sep 2023 one day per week all year.

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Outcomes for learners (to include monitoring arrangements and progress)	Time frame
	minor social and emotional needs and we will identify other staff who may be interested in taking courses to support children with mental health difficulties					
Laptops provided for exams and assessments for pupils who struggle with writing legibly because of their SEN, have difficulty with pen/paper writing tasks, have temporary writing difficulty due to injury or have reading difficulties.	The recent upgrade of school laptops to be reviewed annually and additional resources to be identified.	IT SENDCO	Head	Cost IT Time £££	Pupils with SEN which impacts their writing, speed of writing or reading will have appropriate access arrangements to use in assessments and examinations.	Ongoing and overseen/reviewed by Head of IT and SENDCO, responding to pupil needs each term.
To enable pupils to bring in their own devices to improve access to the curriculum	SEND department to train pupils with SEN to use the Assistive Technology available on laptops including a Computer Reader and Voice to Text software to promote independence.	AB and SENDCO	Head	IT time SENDCO time £	Pupils with SEND to make good progress using assistive technology that they can also use in public examinations.	Ongoing and reviewed termly by Head of IT / SENDCO

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Outcomes for learners (to include monitoring arrangements and progress)	Time frame
Specialist software installed on school's network to support reading which can also be used by pupils on own devices at school and at home.	Text Help Read and Write purchased on an annual subscription. Pupils and parents given instructions as to how to install on own devices and how to use it both at school and at home.	IT SENDCO	Head	Cost (annually) IT Time SENDCO time £££	Pupils who have reading difficulties able to access the curriculum independently using reading software both at home and at school.	Ongoing
Monitoring attainment to narrow gaps in attainment	<p>Monitoring of reading, spelling, arithmetic and writing progress data for each Year group up to Year 9. From Year 10, GCSE grade data used to track progress.</p> <p>Collaborate closely with Junior school staff and English and Maths department to identify pupils who are underperforming.</p> <p>Develop systems for integrating SEND data with whole school academic data</p> <p>Take appropriate steps to narrow gaps in pupil attainment</p>	SENDCO AO	Head	SENDCO time Specialist Teacher time AO time ££	All pupils are monitored closely to ensure all receive support when necessary.	Ongoing

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Outcomes for learners (to include monitoring arrangements and progress)	Time frame
To enable children with Dyslexia or weak working memory to remember instructions and access the curriculum effectively	<p>Teachers provide written instructions/handouts of information.</p> <p>Pupils permitted to take photographs on devices (not phones) of the whiteboard in lessons.</p> <p>Use predictive text programme to aid with typing on laptops.</p>	SENCO, class teachers, Tas	Head	Class teachers, Tas, software £	Pupils with Dyslexia or weak working memory are supported to retain information and access the tasks in class independently.	Ongoing

SECTION B: Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school:

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Outcomes for learners (to include monitoring arrangements and progress)	Time frame
Improve signage	Install clear and, where needed, illuminated signage to identify school entrances and access route better	Office Manager & Site Manager	Head	Office Manager & Site Manager to establish	Clear signage directing pupils, staff and visitors around each site	Autumn term 2023 (Review and assess requirements during Summer 2023)
Reduce external trip hazards	Ensure external pathways and steps are accessible to all and hazards are clearly marked	Office Manager & Site Manager	Head	Office & Site Managers to incorporate into weekly tours of inspection and rolling maintenance programme	Pathways and steps are free from hazards and maintained as part of routine maintenance programme	Ongoing – weekly/monthly checks by Site Manager.
Access ramps	Ensure all wheelchair access ramps are serviceable and meet the 1:15 gradient	Office Manager & Site Manager	Head	Office and Site Managers to assess and build into holiday works programme. Facilities and Compliance Manager to ensure new builds meet the requirement.	Access ramps are serviceable and compliant	Ongoing – weekly/monthly checks by Site Manager.
Hearing induction loop	Install hearing induction loops at reception offices for hearing impaired	Office Manager & Site Manager	Head	Office and Site Managers to incorporate into master plan	Improve environment for hearing impaired visitors	Autumn term 2023
Disabled WC facilities	Ensure existing and future facilities meet DDA requirements	Office Manager & Site Manager	Head	Site Manager to incorporate into rolling maintenance programme and to ensure	Ensure access for all pupils and staff, including those with disabilities.	Ongoing – weekly/monthly checks by Site Manager.

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Outcomes for learners (to include monitoring arrangements and progress)	Time frame
				new buildings meet requirements		

SECTION C: Improve the delivery to disabled pupils of information that is readily accessible to pupils who are not disabled:

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Outcomes for learners (to include monitoring arrangements and progress)	Time Frame
To review and adjust revision and curricular materials to improve the accessibility for all the children	Use a responsive-web based version of revision materials that is accessible for all children (currently Google Classroom). Maintain on-line revision materials while the development progresses. Use assistive technology for visual and auditory learning, such as computer reading software, voice typing and MOTE.	SENDCO, Heads of Department & class teachers	Head	Purchase bank of devices and trolley for individual pupil use. MOTE is free as Google plug-in. The reading software is £1000 annual subscription.	Active and regular use of Google Classroom (and other software) for classwork and revision purposes. All children can access the curriculum and improve their learning.	Review current provision and needs in September 2023
To provide information to parents about Special Needs provision.	Individual needs policy to be updated annually and to be kept on the school website	SENDCO	Head	Time commitment from the SENDCO	Parents are fully informed and effective home-school partnerships are forged. Information is available to all, including prospective parents.	SENCO reviews regularly and liaises with parents.
To provide information to parents about the external help available to them, on request.	List available of Speech and Language Therapists, Occupational Therapists, Optometrists, Audiologists and Educational Psychologists.	SENDCO	Head	Time commitment from the SENDCO	Parents have access to the information necessary to ensure full access to the curriculum for their children.	SENCO reviews regularly and liaises with parents.

