



ACCESSIBILITY POLICY and ACTION PLAN

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy and Plan template reviewed by: Jonathan Ritchie – Director of Estates and Facilities

Review date: 01/06/2024

Submission: 01/06/2024

Version: v7.0

Policy actioned from: September 2024

Next review date: 01/06/2025

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.

POLICY AMENDMENT PAGE

[illegible]

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:

- increase the extent to which disabled pupils can participate in the school's curriculum;
- 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;
- 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 – Sample Document

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

Key Action Areas	Timescale
a) increase the extent to which pupils with additional learning needs and EAL can participate in the school's curriculum;	
The school aims to further recognise diversity in our school culture by delivering tailored diversity events (such as assemblies and theme days, etc.) for all groups within the school, so that pupils feel valued and included in our school community.	Ongoing
The school aims to continue to improve the way in which all pupils participate in developing school policies, for example, reviewing the pupil representatives on the 'school council' at the end of each year.	Ongoing
The school will improve the availability for SEND support by employing a specialised TA to support the SENDCO.	Sept 2026
When recruiting new support staff, the school will seek to employ a Japanese speaker who also has a good level of English to support our Japanese speaking cohort as well as other pupils in school.	Ongoing
The school will invest in assessment materials so that the SENDCo can carry out more in depth investigations into pupils' difficulties, allowing targeted help to be put in place.	Sept 2025
The school will carry out an audit of resources and support available to EAL students and ensure this is up to date and practical to use.	Dec 2025
The school will use CAT4 data and other in-school assessments to ensure EAL pupils are making expected	Dec 2025

progress which is comparable to their peers, and where they are not will ensure additional support is available.	
b) improve the physical environment of the school for the purpose of increasing the extent to which pupils with additional learning needs and EAL are able to take advantage of education and benefits, facilities or services provided or offered by the school;	
To improve the facilities available in the sensory room for the benefit of our pupils with ASC, sensory difficulties and ADHD, and any other pupils who may benefit from some quiet time during the day.	December 2025
To make more use of the sensory room, with added timetabled slots	December 2025
The school aims to support staff in developing their classrooms with an 'inclusive lens' to ensure that it is not over stimulating and supports the need for a calm learning space for both all pupils	September 2025
c) improve the delivery to pupils with additional learning needs and EAL of information which is readily accessible to other pupils.	
The school aims to use as many visual support aids as possible in lessons and around the school to support pupils with SEND and EAL pupils	Sept 2025
The school aims to instill in all teaching staff a 'teaching for SEND is teaching for all' outlook through lesson planning, classroom environment and INSET/CPD sessions.	Dec 2025

Accessibility Plan 2024 - 2027

***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 pupils with additional learning needs and EAL can participate in the school's curriculum:

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
To provide ongoing opportunities for 1:1 support or small group support focused on specific outcomes with reinforcement in whole class lessons.	Class teachers and teaching assistants to provide opportunities for focused 1:1 or small group work	Class Teachers, Heads of Departments and SENDCo	SENDCo	Teaching assistants', teachers', SENDCo's time. Updated resources Cost £-££	Review of current procedure Sept 2025	Focused support to improve outcomes, with regular reviews to ensure intervention is working.	
To enable children with learning needs to make good progress and attain in line with their underlying ability.	Review the attainment for all SEND pupils. Provide curriculum support through the use of regularly updated Individual Education Plans. Introduction of CAT4	Class Teachers, SLT	SENDCo	Class teacher & SENDCo time Cost ££	Sept 2026	The progress of children with SEND will be closely monitored to ensure we know where they started and the amount of progress made.	

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
	testing to assess pupils' underlying ability.						
To increase the confidence and skills of all staff in identifying and supporting pupils with learning needs	SENDCo to provide regular INSET training on a variety of needs specific to the needs of our pupils, as well as regular communication between teachers, teaching assistants and SENDCo to assist with immediate difficulties as they arise.	SENDCo	Head Teacher/ Deputy /SLT	Time during INSET days Cost £	Sept 2025	All teaching staff will be more confident in identifying difficulties and supporting pupils with SEND.	1 st INSET training completed 27.3.25
To review the range of resources that is accessible for	Heads of Department to review resources in	SENDCo & Heads of Department	SENDCo	Time/Training Cost £-££	Dec 2025	Students with disabilities have access to appropriate	

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
students with different disabilities. Outdated items to be replaced as appropriate.	their curriculum areas collaborating with the SENDCo					support materials across all areas of the curriculum.	
To provide access to the curriculum for pupils with EAL.	The SENDCo will investigate a range of the support available to schools for EAL support. A clear EAL pathway will be instigated and investigations/assessments will be carried out to gauge the level of English pupils have. Phonics sessions may be introduced where necessary and extra visual aids/symbols	SENDCo, Teaching assistants and class teachers	SENDCo	Symbols to be made and phonics resources to be made available across the school. Computer based aids will be investigated, such as Languagenut. Cost ££	April 2026	Pupils with EAL will have equal access to the curriculum and it will become easier to identify EAL pupils who may have additional learning difficulties.	Language nut subscription commenced 1.4.25

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
	will be used to support learning.						
To build links with external assessors to ensure that parents are able to access reliable professionals and pupils can be assessed where needed leading to appropriate provision in school.	Building and maintaining relationships with speech and language support, dyslexia assessors and educational psychologists in the local area.	SENDCo	SENDCo	Time Cost £	July 2026	Professional assessment of needs leading to expert guidance being provided to teaching staff. Exam access arrangements put in place when appropriate. Mutually respected relationships between school, parents and external professionals.	
To welcome external experts into school to support pupils with specific learning difficulties such as speech and language/dyslexia, and to continue to build new relationships with	To continue building relationships with external professionals and ensure parents know we can accommodate interventions in school.	SENDCo	SENDCo/HR	Time Cost £	Ongoing	Pupils will be able to have support from professionals within the school day without the need to leave school or access support at the weekends, making it easier for pupils and parents.	

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
professionals who can help our pupils achieve their potential.	Ensure all relevant paperwork in place for professionals working with pupils						
To ensure that teachers and TAs are aware of how the use of items such as wobble cushions/writing slopes etc can support pupils in class, and that they know how to access these items.	During INSET training, SENDCo will share this information and also let staff know where these items can be found in school.	SENDCo/SLT	SENDCo	Time during INSET Cost ££	Dec 2025	Teachers and TA will recognise when a simple device may help a pupil achieve in class, and will know how to quickly find the device and use it.	Training commenced 27.3.25
To introduce regular Sensory Circuits for pupils with sensory processing or self regulation difficulties to aid	A selection of staff from across the school will be trained to deliver these sessions. Pupils who would benefit will be	SENDCo	SENDCo/ Head Teacher	Time for training Equipment for running the sessions	Academic year 2025/26	Pupils with sensory difficulties or who find it hard to self regulate will remain calmer in class, aiding their learning and reducing incidents of undesirable behaviour.	

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
their regulation in class.	invited to the sessions.			Cost ££			

SECTION B: Improve the physical environment of the school in order to increase the extent to pupils with additional learning needs and EAL 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*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
To reduce trip hazards around the site to aid visually impaired pupils.	Ensure internal doorways and stairways are clearly marked and handrails on stairs are secure.	Facilities and Compliance Manager/ Maintenance team	Facilities and Compliance Manager/ Maintenance team	Time Cost £-££	Ongoing	Corridors, stairways, doorways and external paths will be free from hazards and will be maintained regularly as part of the school's maintenance programme.	
Lift will be maintained to a safe standard so that it is always ready to be used.	There will be regular maintenance of the lift, including external inspections	Facilities and Compliance Manager, Maintenance Team	Facilities and Compliance Manager	Time Cost ££	ongoing	Disabled Lift is compliant, reliable and ready to provide access to the second floor of the Prep building when required	

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
Accessible toilet facilities will be available when needed	Ensure accessible toilets are maintained to a high standard and meet all requirements of the Equalities Act 2010 and Building Regulations 2010.	Facilities & Compliance Manager, Maintenance team	Facilities and Compliance Manager	Time Cost £-££	ongoing	Accessible facilities will be available for all pupils, staff or visitors who need it.	
To provide designated disabled parking	Ensure disabled parking is clearly marked and used appropriately	Facilities & compliance manager/maintenance team	Facilities and compliance manager	Cost ££	ongoing	Improved access for visitors with additional needs	

SECTION C: Improve the delivery to pupils with additional learning needs and EAL of information that is readily accessible to other pupils:

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
To provide information regarding SEND provision to parents and potential parents.	SEND policy to be reviewed and updated annually, and to be accessible on the school website.	SENDCo/ Head Teacher	SENDCo	Time Cost £	Annual update	The policy available on line will be no more than 12 months old.	
Children in school are made aware of what SEND is and what it might look like, as well as what inclusivity is and how it can benefit all of us. To understand we all have strengths and weaknesses.	Termly assemblies for children on what barriers may be and what a special need is.	SENDCo	SENDCO/ Head Teacher	Time Cost £	To be implemented in 2025/26 academic year.	Children will be more tolerant of each other and have an awareness that we all need help sometimes.	
To provide information to parents about the	Build a list of available of Speech & Language Therapists, Dyslexia	SENDCO	SENDCo	Time Cost £	Sept 2025	Parents have access to the information necessary to ensure they can find the right external agency to help them	List compiled March 2025 –

Target	Action	Person Responsible for Action	Person Responsible for Sign-off	Resources & Cost Estimate*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
external help available to them.	assessors and Educational Psychologists that can be easily shared with parents, either via the NHS or privately at the parents' expense.		SENDCo			understand the needs of their child. This list can and will be continuously added to and updated.	will be updated regularly as new info available