



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:

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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 – 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 disabled pupils can participate in the school’s curriculum;	
<p>The school aims to continue to develop the number and range of IEPs for students. These are to include education plans to support children with cognition and learning difficulties, both general and specific (including dyslexia), communication and interaction difficulties, speech and language difficulties, emotional, social and mental health difficulties and physical difficulties (gross and fine motor skills, visual and auditory).</p>	September 2024
<p>The school aims to further recognise diversity, equality and inclusion in our school culture by delivering tailored diversity events (such as assemblies and theme days, etc.) for under-represented groups within the school, so that all pupils feel valued and included in our school community. This will also be led by our school PTA and newly appointed DEI Coordinator, Cam Daramy.</p>	October 2023
<p>The school aims to continue to improve the way by which all pupils, including those that are disabled, participate in developing school policies, for example, reviewing the pupil representatives on the ‘school council’ at the end of each year.</p>	September 2024
<p>The school aims to train staff on increasing access to the curriculum for all pupils. Training on children with specific learning difficulties, visual or auditory impairment.</p>	September 2025
<p>The school aims to increase the number and range of specialised equipment and resources to increase access to the curriculum for all pupils. This is to include ear defenders, sand timers, toileting aids, fidget toys, wobble air cushions, tablets and laptops, emotions cards, story sacks, memory games, visual timetables, now and next boards, coloured overlays.</p>	September 2025

<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;</p>	
<p>The school aims to make the disabled parking spaces at the front of school more visible and clearly defined. To include four disabled parking bays.</p>	<p>September 2023</p>
<p>The school aims to rejuvenate the EYFS / Foundation Stage play area. This will provide more sensory experiences for disabled pupils, from water and sand play to the movable hurdles.</p>	<p>October 2023</p>
<p>The school aims to rejuvenate the PrePrep and Prep play areas. This will provide a greater level of opportunity for disabled pupils to engage in social and physical play.</p>	<p>September 2025</p>
<p>The school aims to maintain the lift in the main building – to include a lift evacuation plan and regular maintenance schedule.</p>	<p>September 2023</p>
<p>c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.</p>	
<p>The school aims to ensure signage is suitable for non-readers, is clear and well situated.</p>	<p>October 2023</p>
<p>The school aims to provide all information in relevant formats for disabled pupils, including large print and foreign language formats as required.</p>	<p>September 2025</p>
<p>The school aims to provide the parents of disabled pupils with expert advice and information to help them support their child's learning fully</p>	<p>September 2024</p>

Accessibility Plan 2023 - 2026

***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*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
To provide flexible grouping arrangements	SENDCO to liaise with parents, class teacher and Head of Department.	SENDCO school nurse & Head of Dept	SENDCO	SENDCO time	Sept 2026	The child is placed in a class which will enable the greatest level of engagement with the curriculum.	
To fully differentiate activities, materials and questioning	Heads of Department to assess the effective use of differentiation in their dept.	Heads, Heads of Dept.	Heads	£ - the cost of differentiation of materials and resources	Sept 2026	Pupils have improved access to the curriculum. Each child is challenged and supported appropriately	
To provide access to laptops to pupils who will benefit by having increased	SENDCO to evaluate the benefit of pupils using laptops or other electronic aids	SENDCO	SENDCO	££ Laptops Or other electronic aids to support learning.	Sept 2024	Pupils with learning needs are able to demonstrate their understanding effectively.	

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
access to the curriculum							
To promote the use of visual, auditory and kinesthetic learning styles	Heads of Dept to assess the use of a range of learning and teaching styles in lesson planning	Heads, Heads of Dept	Heads	Heads, Heads of Dept appraisal time	Sept 23	Students with a range of preferred learning styles experience opportunities to explore their learning in the most productive way for them.	
To enable children with dyslexia or weak working memory to remember instructions and access the curriculum effectively	Teachers provide written instructions / hand-outs of information. We will also employ a specialist dyslexia tutor to support pupils	SENDCO, class teachers, Classroom Assistants, Dylexia Tutor	SENDCO	Class teachers TAs, Dyslexia Tutor (private tuition)	Sept 2023	Students with dyslexia or weak working memory are supported to retain information and access the tasks in class, developing their independence.	
To provide ongoing opportunities for 1:1 support or small group support focused on	Class teachers and teaching assistants to provide opportunities for focused 1:1 or small group work	Class Teachers	Heads of Dept	Teaching Assistants	Sept 2024	To provide focused support for disabled pupils which enables them to develop skills and make good progress relative to the group.	

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
specific outcomes with reinforcement in whole class activities to aid transfer of skills							
To ensure that pupils with medical conditions that lead to a high level of absence from school make good progress and can catch up.	Write care plans for pupils with severe medical conditions, such as severe asthma or ME, to include provision of catch-up work, where relevant, for absence or a reduced timetable. Liaise with outside agencies and parents to understand the provision needed.	SENDCO & Heads of School	Heads	SENDCO time Leadership Team	Sept 2026	Children with medical needs are able to access the curriculum and make good progress despite absence from school.	
To enable children with learning needs to make good progress and attain	Review the attainment for all SEND pupils. Provide curriculum support through the	SENDCO, Head of Department		SENDCO time Leadership Team	Sept 2024	The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational	

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
in line with their underlying ability.	use of regularly updated Individual Education Plans	s & class teachers				needs currently on the school roll matches or is improving towards that of other pupils with the same starting points.	
To increase the confidence and skills of all staff in identifying and supporting pupils with learning needs	Develop a plan of training for all staff in supporting and identifying the needs of pupils with SEND.	SENDCO, Head of Department s & class teachers	SENDCO	SENDCO time Leadership Team	Sept 2024	Staff are confident to identify and support children with learning needs and disabilities, leading to increased progress.	
To liaise with external assessors to ensure that pupils are assessed where needed and that provision is made for suggested arrangements.	Maintain links with Speech and Language support, as well as Educational Psychologists, Dyslexia experts.	SENDCO	SENDCO	SENDCO	Sept 2025	Professional guidance is provided to teaching staff. Working relationships are established between parents, external professionals and teaching staff.	

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*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
Provide designated disabled parking and to repaint the spaces to make them clear	Incorporate into master plan redevelopment project	Facilities and Compliance Manager & Heads	Facilities and Compliance Manager	Facilities and Compliance Manager to ensure correct ratio of disabled spaces are incorporated into the transport plan ££	Sept 2023	Improve access to the school site for disabled pupils and parents.	
Improve signage	Install clear and, where needed, illuminated signage to identify school entrances and access routes	Facilities and Compliance Manager & Heads	Facilities and Compliance Manager	££££ Facilities and Compliance Manager to establish cost of correct sign requirements	Oct 2023	Clear signage directing pupils, staff and visitors around the school site	

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
Reduce external trip hazards	Ensure external pathways and steps are accessible to all and hazards are clearly marked	Facilities and Compliance Manager & Maintenance Team	Facilities and Compliance Manager	Maintenance Team to incorporate into weekly tours of inspection and rolling maintenance programme	Sept 2023	Pathways and steps are free from hazards and maintained as part of routine maintenance programme	
Disabled Lift Maintenance	Ensure the regular maintenance of the disabled lift including external inspections	Facilities and Compliance Manager, Maintenance Team	Facilities and Compliance Manager	££ Facilities and Compliance Manager to ensure new builds meet the requirement.	Sept 2023	Disabled Lift is compliant, reliable and ready to provide access to the second floor of the Prep building when required	
Differentiate doors and corridors in teaching areas	When re-decorating corridors and doors ensure high contrast between walls and doors to assist visually impaired	Facilities and Compliance Manager & Maintenance Team	Facilities and Compliance Manager	Facilities Manager to incorporate into rolling maintenance programme and to ensure new buildings meet requirement	Sept 2025	Doors and corridors easily differentiated by staff, children and visitors with visual impairments	
Safe stairs and stairways	Ensure all stair nosing's are secure	Facilities and Compliance		Facilities Manager to incorporate into weekly tours of	Sept 2026	Minimise risk on stairs for those with mobility issues	

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
	and handrails are fitted where required	Manager & Maintenance Team	Facilities and Compliance Manager	inspection and rolling maintenance programme			
Disabled WC facilities	Ensure existing and future facilities meet DDA requirements	Facilities and Compliance Manager	Facilities and Compliance Manager	Facilities Manager to incorporate into rolling maintenance programme and to ensure new buildings meet requirement	Sept 2026	To provide appropriate facilities for disabled pupils, staff and visitors	

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*	Time frame	Outcomes for learners (to include monitoring arrangements and progress)	Date Achieved & Signed Off
To plan study skills evenings for parents of targeted year groups to help them understand our revision and study skills programme.	Heads of Dept to liaise with relevant teachers to plan event	Heads of Dept	Heads of Dept	£ After school time for Subject Heads, any resources for information evenings, e.g. "Maths at Broughton"	Sept 2024	Successful events take place and become regular embedded events as part of school annual calendar.	
To provide information to parents about Special Needs provision.	SEND and Inclusion policy to be updated annually and to be kept on the school website	SENDCO	Director of Information	Director of Information, Governors' time	Sept 2023	Up to date policy live on website	
To provide information to parents about the external help available to them.	List available of Speech and Language Therapists, Sound Therapists, Optometrists, Audiologists, and	SENDCO	SENDCO	SENDCO's time	Sept 2024	Parents have access to the information necessary to ensure full access to the curriculum for their children.	

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
	Educational Psychologists.						