



ACCESSIBILITY PLAN

DECEMBER 2023

Policy No.81

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LEAD: Deb Rattley

GOVERNOR RESPONSIBLE: Governing Body

Accessibility Plan

Introduction

Chadsgrove is a maintained Special School for children aged 2 to 19 years operating within a national framework for educational inclusion provided by:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years (May 2015)
- SEN & Disability Act 2001
- Equality Act 2010
- Ofsted Common Inspection Framework

Our main aim is to build an inclusive, supportive school community which fosters high achievement for all pupils across the curriculum. The curriculum is viewed as being everything that goes on within the school, and includes the mental, emotional and physical health of staff and pupils.

We will do this by complying with The Equality Act 2010, to:

- Promote equality of opportunity between people with disabilities and other people
- Eliminate discrimination that is unlawful under the Equality Act 2010
- Eliminate harassment of people with regard to their disability
- Eliminate harassment to those associated with people with disabilities
- Promote positive attitudes towards people with a disability
- Encourage participation by people in public life with a disability
- take steps to meet the needs of people with a disability through making reasonable adjustments within our means

Context

This plan is made under the context of the Special Educational Needs and Disability Act (SENDA) 2001 (as amended) and the Equality Act 2010. The Governing Body has duties under Part 6 of the Equality Act 2010, including:

Not to discriminate against or victimise a person:

- (a) In the arrangements it makes for deciding who is offered admission as a pupil
- (b) As to the terms on which it offers to admit the person as a pupil
- (c) By not admitting the person as a pupil

Not discriminate against or victimise a pupil:

- (a) In the way it provides education for the pupil
- (b) In the way it affords the pupil access to a benefit, facility or service
- (c) By not providing education for the pupil
- (d) By not affording the pupil access to a benefit, facility or service
- (e) By excluding the pupil from the school
- (f) By subjecting the pupil to any other detriment

Not to harass:

- (a) A pupil
- (b) A person who has applied for admission as a pupil

In this legislation, the protected characteristics in relation to discrimination are age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, sexual orientation.

Scope

The scope of this accessibility plan relates to tackling discrimination toward people with disabilities according to the definition of disability as set out in the Equality Act 2010; that a person has a disability if they have a physical or mental impairment, and that the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Chadsgrove Accessibility Plan ensures that the school takes action to increase the extent to which pupils with a disability can participate in the curriculum; improve the physical environment of the school to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and improve the availability of accessible information to those with disabilities.

Chadsgrove is a special school catering for pupils with physical disabilities, complex health needs, learning disabilities, sensory impairments and complex communication needs. As such, identification of issues, resourcing, and review of implemented strategies form an integral part of the School Development Plan cycle. Matters relating to accessibility planning are therefore reported on and reviewed annually, and the measures that will be taken to address these priorities included within the School Development Plan. It may not be feasible to undertake and complete some of the actions identified during the timeframe of one School Development Plan cycle, and therefore some items will roll forward into subsequent plans.

School Environment

We pride ourselves in an environment that is fully inclusive. Our school is set up to enable full access across the whole site. The entire campus consists of single storey buildings with access facilitated by ramps and slopes which all comply with the current good practice. Many doors are automated or open on a push and outside areas are landscaped to allow safe access. Signage and furniture fully support and promote independence.

Toilets are easily accessible across the school with specialist equipment available where required e.g. toilet chairs, grab rails, rotundas.

Learning resources are highly personalised to meet needs and display boards are intended to be interactive and provide learning opportunities.

Review

The Accessibility Plan will be reviewed annually as part of the School Development Plan. This review will be conducted with the involvement of all members of the school community, and with reference to national and local initiatives.

Other relevant documents

Accessibility planning should be considered in conjunction with the following policy and strategy documents:

- Curriculum Policy
- Equal Opportunities Policy
- Performance Management Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Pupil Behaviour, Supervision, Anti-bullying and Exclusions Policy
- School Development Plan
- Asset Management Plan

Chadsgrove Action Plan 2023 - 2026

Aims

- To maximize participation in an accessible curriculum
- To continually improve the physical environment to maximise access
- To Improve the availability of accessible information to all

Target	Strategy	Outcome	Achievement
Training for all staff as needed on personalising the curriculum	Undertake an audit of staff training requirements through Performance Management cycle	All staff are able to meet more fully the requirements of all children with regards to accessing the curriculum	Increase in access to an appropriate, broad, balanced and relevant curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Increase in access to all school activities for all pupils

Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes	Lessons start without the need to make adjustments to accommodate the needs of individual pupils	Increase in access to an appropriate curriculum
Training for awareness raising of disability issues	Provide training for external professionals and students on disability and inclusion	Community awareness of issues relating to access and inclusion	Knowledge and skills regarding disability within the community and beyond will increase
To share our school environment with the wider community to improve opportunities for all	Letting the facilities where practical and feasible	Facilities are well used by the community	Society will benefit from an inclusive school and social environment
Availability of written material in alternative formats	The school will ensure a variety of formats are available to pupils as an alternative to the written format	The school will be able to provide written information in different formats when required for individual purposes	Pupils have a wider access to resources as an alternative to writing to promote independence
Make available school brochures, school newsletters and other information for families in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Delivery of school information to families and the local community improved