

**Accessibility Plan & Policy**

[or when any planned changes to school premises are made]

September 2024

# Next Review: September 2026

## Overview

The scope of this Accessibility Policy Plan covers 3 areas:

* Increasing access to the physical environment o Increasing access to the curriculum
* Improving delivery of written information to disabled pupils

In preparing the Accessibility Plan, the school carried out an audit based on the LCC Schools Access Audit (Physical Environment) and the DfES document Accessible Schools: Summary Guidance.

## Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

## Key Objective

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

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

Chadwick High School recognises its duty under the DDA (as amended by the SENDA):

* Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
* Not to treat disabled pupils less favourably. o To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
* To publish an Accessibility Plan.

In performing their duties Management Committee and staff will have regard to the DRC Code of Practice (2002)

Chadwick High School recognises and values parents' knowledge of their child's disability and its effect on his/her abilities to carry out normal activities and respects the parents' and child's right to confidentiality.

Chadwick High 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 in the National Curriculum, which underpin the development of a more 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.

## School Action

### Curriculum & related activities

Chadwick High School will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### Physical environment

Chadwick High School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### Provision of information

Chadwick High School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

### Local Offer

Chadwick High School will ensure its “Local Offer” is an accurate and up to date reflection of what we can offer and publish this offer on our web site for existing and new parents to evaluate and consider when deciding if our school can meet the needs of their child.

## Limitations of the site

Chadwick High School High site is situated in two separate buildings on a larger school site. Every effort is made to support access to each part of the building where physically possible,

Main Building

This is a single floor building with access to all areas.

This part of the school houses KS4 students who have been PEX or have SEMH needs. It is not suitable for medical or KS3 students.

New Building

This building is on 2 floors. There are no elevators to access the 1st floor, however wheelchairs can access all other areas of the school.

The medical provision is on the 2nd floor and is not accessible to wheelchair users.

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|  **TASK**   | **PERSON(S)** **RESPONSIBLE**   | **RESOURCES / TRAINING**   | **COMPLETION DATE**   | **SUCCESS CRITERIA / PERFORMANCE** **INDICATORS**   | **OUTCOMES /** **COMMENTS**   |
| All out-of-school activities are planned to ensure the participation of the whole range of pupils    Classrooms are optimally organised to promote the participation and independence of all pupils   To ensure that all students have access to educational visits        Overcoming potential barriers to learning and assessment for individuals and groups of pupils in regard to pupils' behaviour and the impact on learning.       | HT, CTs, EVC Co    HT, CTs     HT, CTs, EVC        HT/DHT       | EVC     Audit     EVC Training         Full Staff Training/ continued behaviour management techniques   | Ongoing monitoring    Ongoing    Ongoing         Ongoing        | Review all out-of-school provision to ensure compliance with task   Layout, furniture and equipment to support the learning process in individual class bases   Trip leader to research and ensure that all aspects of visit – travel/accommodation/ activities/venue – accessible or suitable for modification Suitable risk assessments for all aspects of visit completed by EVC   Training for staff re: and Behaviour Management Audit and Action Plan to develop playground environment Develop/review system for monitoring behaviour. Review Behaviour Policy.    | All out-of-school activities will be conducted inclusively  Increase in access to the Curriculum    All students can participate fully in educational visits        Staff enable pupils to manage their own behaviour. Pupils actively involved in learning. Policy and systems updated and in evidence  |
|  **TASK**   | **PERSON(S)** **RESPONSIBLE**   | **RESOURCES / TRAINING**   | **COMPLETION DATE**   | **SUCCESS CRITERIA / PERFORMANCE** **INDICATORS**   | **OUTCOMES /** **COMMENTS**   |
| Teachers planning includes as a matter of course opportunities for all pupils to take part and achieve   Keyworker files continue to accurately reflect the needs of individuals and plans for interventions that are ‘additional to and different’ from those provided for other pupils    | HT/ SENCO in conjunction with KW/CT     | Monitoring and training on SEND      | Ongoing     Termly Already in place, KW tracking and monitoring    | All planning will continue to meet the need of every individual child   All pupils will have access to the appropriate targeted intervention to meet their needs and this will be carefully monitored and tracked  | Already in place but ongoing monitoring to take place.   Already in place, KW to continue to monitor   |

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|  **PRIORITIES / TARGETS -**  **Improving the Delivery of Written Information**   |   |   |
| **TASK**   | **PERSON(S) RESPONSIBLE**  | **RESOURCES / TRAINING**   | **COMPLETION DATE**   | **SUCCESS** **CRITERIA /** **PERFORMANCE INDICATORS**   | **OUTCOMES / COMMENTS**   |
| Availability of written material in alternative formats     Make available school brochures, school newsletters and other information for parents in alternative formats. Use of Parental Questionnaire   | HT     HT    |      LA Services/Website Reports/team report writing   | Ongoing     Termly. Reports/school booklet, HT letter  | The school will make itself aware of the services available through the LA for converting written information into alternative formats.   Review all current school publications and promote the availability in different formats for those that require it  | The school will be able to provide written information in different formats when required for individual purposes   Delivery of school information to parents and the local community improved  |