

# Accessibility policy

## Chantry Academy



**Approved by:** Craig D'Cunha

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Chantry Academy is an inclusive school in that all students, regardless of their gender, background, ethnicity, religion, beliefs, special educational needs or disability, are able to participate in a broad and balanced curriculum in a manner that is appropriate to their needs.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and carers, staff and governors.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with the funding agreement and articles of association used by The Active Learning Trust.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum, eg modified equipment in Food Technology.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. There is a separate tracking sheet for students on the SEND register.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Long term: all students can appropriately access all areas of the curriculum as independently as possible. All students will achieve Year 11 success at a level commensurate with their ability regardless of any need or disability.</p> <p>Medium term: All students are making progress commensurate with their ability.</p> <p>Short term: gaps in the inclusivity of the learning environment and curriculum are identified.</p>	<p>We are aware of students with disabilities starting the school in September or as a mid-year transfer. We will need to ensure that:</p> <ul style="list-style-type: none"> <li>Appropriate equipment is in place, eg seating, pens, DT, etc.</li> </ul> <p>This will be done by liaison with the primary school, parents and outside agencies.</p> <p>If the taster days highlight a need that has not been met, then appropriate action can be taken.</p> <p>If an unmet need of a student on a mid-year transfer is highlighted or</p>	<p>SENDCO</p> <p>SENDCO / SLT</p>	<p>By taster days in July</p> <p>Then by start of term in September</p> <p>Or by the starting date of the student if mid-year transfer</p>	<p>The student will have everything in place in order for him/her to access all areas of the curriculum fully.</p> <p>Curriculum areas will be fully inclusive and adapted so that they can be accessed by all.</p> <p>Students will achieve grades commensurate with ability at GCSE, using the necessary adaptations and AAs.</p>

	Students with disabilities and learning differences are assessed for exam access arrangements (AAs) in order to level the playing field in exams, so that the exam is a test of what they can do, not what they can't do.		noticed, then appropriate action can be taken.  Regular monitoring of departments to ensure that the curriculum is inclusive and that targets are appropriate.  AAs to be suggested by teachers and managed by SENDCo.  Applications to AAO to be done in Year 10 or at the end of Year 9.	SENDCO Asst SENDCo	Every term  AAO in Yr 10/9.	
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Lifts</li> <li>• Corridor width</li> <li>• Accessible parking bays</li> <li>• Accessible toilets and changing facilities</li> <li>• Hygiene rooms</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	Long term: all students are able to access all areas of the physical environment.  Short term: adaptations, eg signs in braille, to be made when necessary.	Audit to be carried out to determine suitability of environment either annually or when new students/staff with disabilities join the school.  Adaptions to be put in place when necessary.  Training in use of evacuation procedures with disabled students / staff.  PEEP to be written for evacuation procedures	SENDCO  SENDCO  Caretakers	Annual audit in Autumn term  As necessary  As necessary  Review in Autumn term	All students are able to access the school environment with ease and inclusivity.

	<ul style="list-style-type: none"> <li>Evacuation ski-pads at each staircase</li> </ul>		and updated / reviewed as necessary.	SENDCO / SLT / H&S Officer	Amendments as necessary	
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Pictorial or symbolic representations</li> <li>Tinted backgrounds to be used on whiteboards where possible to diminish glare</li> <li>Electronic communication – this can be via email communication with students via a safe and secure platform and also with parents/ carers</li> <li>Pupils can have access to a reader to help them read and interpret information. How this information affects them will also be explained.</li> <li>Reader Pen</li> </ul>	<p>Students will be able to access all the information available in school clearly</p> <p>Adaptations to communication methods will be made whenever a new need is identified, eg braille signage.</p> <p>All students in Year 11 have a personal laptop. This will be rolled out to other year groups.</p> <p>These laptops will have talk to text software.</p> <p>Students will be able to independently access reader support.</p>	<p>Audit to be carried out to determine effectiveness of delivery of information either annually or when a new need is identified.</p> <p>Training provided to staff and students to ensure correct use of the Pen. AA to reflect normal way of working.</p>	SENDCO	Review in Autumn term	All learning is accessible to students to ensure they can access the curriculum.

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the head teacher and the governing body.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	3 in main building 2 in East Wing	none		
Corridor access	Corridors are wide, students and staff walk on the left or there is a one-way route, corridors are kept clean and free of obstructions	none		
Lifts	2 lifts in school operated with a key and code which operates between all floors.  Students who require regular access to the lift have their own key.  Platform lift between refectory and playground so students can get out without using the stairs.	none		
Parking bays	4 accessible bays opposite footpath into school. 2 additional accessible bays at the front of school.	none		



Entrances	1 main entrance with one double set of automatically opening doors and one double set of doors with handles. Handles are at wheelchair accessible height.	none		
Ramps	<p>No ramps inside school.</p> <p>Outside school by the Community entrance to the sports hall, there is a ramp. On the opposite side of the school by the bicycle racks there is a slope. A slope is in place to access the East Wing. These routes are part of the fire evacuation plan and enable students, staff and visitors to make their way to the assembly point safely.</p>	none		
Toilets	<p>3 toilet blocks in the main building – one on each floor. Accessible toilets in all blocks.</p> <p>2 accessible toilets in East Wing, one on each floor.</p> <p>All accessible toilets are accessed with a radar key.</p> <p>Additional toilet block in PE area with disabled toilet and extra toilets for community use.</p> <p>Staff shower, toilet and hygiene room in PE area with washing facilities and smaller nappy disposal unit. This has been</p>	none		

	<p>redesigned and fitted with a large changing table, hoist and toilet seat.</p> <p>Larger accessible toilet in Learning Curve area containing a nappy disposal unit which is used as a hygiene room.</p> <p>Accessible toilet in reception area.</p>			
Reception area	<p>Large, wide doors, on one level.</p> <p>Accessible toilet which can be accessed without going into main building.</p> <p>Safeguarding notices, pictures of DSL and ASDL, and appropriate policies displayed.</p> <p>Push buttons for door release are at wheelchair accessible level</p>	none		
Internal signage	<p>Large, clear writing in English. Currently not in braille as there is no need for this at present</p> <p>Visual representations on most signs too</p>	none		
Emergency escape routes	<p>Clearly labelled</p> <p>Symbols used</p> <p>Signs are above exit doors</p>	none		