



CHOSEN HILL SCHOOL ACCESSIBILITY POLICY

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| Approved by: | Resources Committee | Date: April 2021 |
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| Last reviewed on: | March 2021 |
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| Next review due by: | March 2022 |
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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.

At Chosen Hill School we believe that:

- The needs of all students should be met in order to achieve effective inclusion and positive outcomes.
- All students will access a broad, balanced and enriching curriculum which is adapted, as appropriate, to meet individual needs.
- All our staff have a shared responsibility for supporting students with special educational needs both inside and outside the classroom.
- Effective assessment, provision and successful outcomes for students with SEND will be secured in partnership with parent/carers, students, local authorities and specialist agencies.

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, the complaints 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, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 our funding agreement and articles of association.

3. Action plan

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

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES State short, medium and long-term objectives | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|---|---|--|--|--|---|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Small group lessons are available for students who require them. | <p>To ensure that the curriculum continues to meet the needs of all students.</p> <p>To ensure that the curriculum is enabling students with additional needs to make the same progress as students without SEND.</p> | <p>Support through staff INSET, lesson observation and performance management cycle.</p> <p>Focused learning walks on SEND pupils. Book scrutiny of SEND pupils across school. Lesson obs focused on SEND pupils.</p> <p>Introduction of SEND faculty lead role to review curriculum offer in their subject area and support monitoring of SEND student progress.</p> <p>Review of intervention, skills plus and futures curriculum program for years 7-10</p> | <p>AHT- T+L SENDCo</p> <p>SLT - All SENDCo</p> <p>Inclusion Review Group- KH</p> <p>SENDCo</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Staff in place by May 2021 Good practice embedded by July 2022</p> <p>Ongoing</p> | <p>Curriculum offer fully accessible to all students including those with a disability.</p> <p>Work differentiated according to pupil need.</p> <p>Monitoring by Inclusion Review group to feedback impacts.</p> <p>Gap between progress of SEND and non-SEND students is narrowed.</p> |
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| | <ul style="list-style-type: none"> • Access arrangements are in place for external exams as appropriate. • Text, read and write software available to support students by having text 'read' to them • All students with a EHCP have an allocated key worker who supports them in lessons • Partnered with Goals beyond grass who provide wheelchair football | <p>To ensure that student passports and plans have been completed and reviewed as required for students with SEN and disability.</p> <p>To expand the use of Text Read and Write into lessons and wider curriculum areas.</p> <p>To make wheelchair football available to students in school with and without a disability</p> | <p>Inclusion review including evaluation of Graduated Pathway at CHS</p> <p>Students and staff training.</p> <p>Audit on IT devices that currently have software</p> <p>Work with Goals Beyond Grass to run clubs and activities in school</p> | <p>Inclusion Review Group- KH</p> <p>SENDCo IT manager</p> <p>HOD- PE Business Manager</p> | <p>December 2021</p> <p>December 2021</p> <p>December 2021</p> | <p>Completed student Plans</p> <p>Text, Read and Write used in curriculum lessons</p> <p>Student attendance at clubs</p> |
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| | <ul style="list-style-type: none"> • All students with physical disabilities have PEEPs which are reviewed at least annually. • Students are provided with 'early passes' as necessary so that they can move around the school at quieter times. • • EVAC chairs in place | <p>For PEEPs to ensure that students have maximum access to school site.</p> <p>To act upon the advice of professionals as and when students with sensory/physical impairments join the school</p> <p>To ensure that we have appropriate classroom furniture to meet the needs of students with disabilities.</p> | <p>PEEPs to be completed annually and reviewed as necessary</p> <p>EVAC chairs to be serviced and training to be completed.</p> <p>Audit carried out on existing resources-adjustable tables, high back stools etc.</p> | <p>SENDCo</p> <p>Business Manager</p> <p>Site manager</p> | <p>Ongoing</p> <p>December 2021</p> <p>July 2021</p> | <p>PEEPs in place for all students where appropriate</p> <p>EVAC chairs in good working order</p> <p>Trained staff on site</p> <p>Appropriate classroom furniture available to students</p> |

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| <p>Improve the delivery of information to pupils with a disability</p> | <ul style="list-style-type: none"> • Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> ○ Internal signage ○ Large print resources- both in class and for external exams • Students provided with coloured filters for use in class where appropriate. • Students have access to laptops for recording of work where appropriate based on criteria in Word Processing Policy. • Meetings are held downstairs in close vicinity to reception | <p>To review all signage across the school including use of pictorial and symbolic representations.</p> <p>For parents and visitors with disabilities are able to access school information and meetings.</p> <p>To ensure that school environment meets the needs of those with sensory needs.</p> <p>For classroom materials and PowerPoints to be accessible for students with learning needs.</p> | <p>Review communication methods and make improvements where necessary</p> <p>To produce a statement that is sent in all communication home regarding parent evenings/open days about alerting us to any access requirements so that these can be accommodated.</p> <p>To review school environment including wall colour and classroom displays</p> <p>To evaluate the use of a 'Chosen Style' PowerPoint.</p> <p>PowerPoint to be developed and trialed within the humanities faculty.</p> | <p>AHT- T+L Business Manager</p> <p>HT</p> <p>SENDCo Site Manager AHT- T+L</p> <p>SENDCo AHT- T+L Specialist teacher-RF</p> | <p>On-going</p> <p>July 2021</p> <p>July 2021 Ongoing</p> <p>Trial in place by September 2021 Review by April 2022</p> | <p>Students with a disability and their families have full access to all communications from the school</p> <p>Students better able to access written materials that are used in whole class teaching.</p> |

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 Resources Committee

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