

## The Chiltern School Accessibility Plan 2015 - 2017

### Introduction

The Equality Act 2010 has replaced all existing legislation and requires schools to ensure that it has an Accessibility Plan aimed at:

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

### The DfES definition of disability

Guidance from the DfE states that a person has a disability if he or she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse effect on his or her ability to carry out normal day to day activities. Substantial, as defined by the DDA (Disability Discrimination Act), is something that is more than minor or trivial. The definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, and pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette's syndrome. .

This Accessibility Plan sets out the proposals of the Governing Body of the school to manage barriers to curriculum access.

### Characteristics of the School

The Chiltern School provides education for pupils aged 3 – 19 years with a wide range of learning and physical disabilities. All pupils have a statement of Special Educational Needs (SEN). There is a high ratio of staff to pupils which has increased over a number of years reflecting the increasing number of pupils in school with increasingly complex needs.

The Chiltern School makes provision for pupils who have Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD) and additional needs, and Autistic Spectrum Disorder (ASD) with additional learning needs. Within these 4 groups, pupils have additional or main difficulties including Autism, Physical difficulties, and Hearing and/or Visual Impairments. Pupils may also exhibit challenging behaviour and some have additional staff to support behaviour in order to maximise their learning.

### The Chiltern School Accessibility Plan

The Chiltern School has a strong commitment to equality and accessibility as laid out in the Diversity and Equality Policy, Special Educational Needs and Disability Policy, Behaviour Policy and Health and Safety Policy. As a school we aim to embed accessibility into everything we do: in school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.

The Chiltern School aims to have a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled pupils.

## Aims of the Chiltern School Accessibility Plan

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff when teaching or supporting a wide range of disabled pupils.
- To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- To develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.
- To regularly review and evaluate standards of attainment for disabled pupils.
- To monitor exclusions and look at recruitment and promotion procedures in light of disability legislation.
- To promote equality of opportunity and positive attitudes towards disabled persons.
- To encourage the availability of role models and positive images of disability.
- The Chiltern School is committed to continuing staff training to enable staff to be effective in the education of young people with Special Educational Needs and disabilities.
- The School is committed to prioritising sufficient resources to support the actions identified in this plan.

### Aim: To increase the extent to which disabled pupils can participate in the school curriculum

Objective	Lead Person	How	When	Resources	Outcome/Success indicators
To develop and extend the induction programme for all new staff including knowledge about the needs of all pupils	DW	Provide regular sessions for new staff on different needs, learning styles and approaches	October 2015	Meeting times Reference books and materials	Staff will be able to meet the needs of all pupils with confidence and increased knowledge
To ensure the curriculum meets the individual needs of all pupils and provides broad, balanced, relevant and pupil-centred content.	WM All Leadership team	Develop the new curriculum, ensuring that the 'Personal Learning Programmes' (PLP) are integral to learning and teaching. Ensure that PLPs are directly linked to reviews and Education, Health and Care Plans (EHCP)	During 2015-16	Meeting time, Parents meetings, Review admin time	Pupils will receive a curriculum based on Priority areas of learning within the Core and National Curriculum.
To develop a programme of accessible work experience for all pupils within the 14-19 curriculum	AP, WM	Develop the KS4 & KS5 curriculum to include access for all pupils to relevant planned work experience. Develop Schemes of Work and appropriate accreditation	By Sept 2016	Non-contact time, buying in to relevant accredited awards, relevant resources	All pupils have access to appropriate work experience including experience of Post 19 opportunities.

**Aim: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

<b>Objective</b>	<b>Lead Person</b>	<b>How</b>	<b>When</b>	<b>Resources</b>	<b>Outcome/Success indicators</b>
Enable all pupils to have safe access to all areas of Secondary site.	DW	Provide training for secondary staff in the use of 'Evac Chairs'	Dec 2015	CPD budget Time	Staff confident at being able to evacuate pupils from all areas of Secondary
To provide adequate access to all areas of Primary site	LC	Ensure there is an appropriate ramp to the external entrance opposite the pool	Oct 2015	Buildings budget to create suitable ramp	Safe access to areas of school
To provide adequate visual descriptors and labels for rooms for pupils with Visual Impairments	SC, WM, LC	Ensure that room labels meet the visual requirements for all pupils (Yellow on Blue)	July 2016	Budget to make the door labels and objects	All areas / rooms have appropriate visual signage to enable greater independence
To ensure the noise level in the dining room is at an acceptable level	SAC, LC	Look at soundproofing in the dining room on Secondary Site	Sept 2016	Money for soundproofing	The overall noise level is reduced to an acceptable level

**Aim: To improve the availability of accessible information to disabled pupils and their parent/carers**

<b>Objective</b>	<b>Lead Person</b>	<b>How</b>	<b>When</b>	<b>Resources</b>	<b>Outcome/Success indicators</b>
To review information to parents/carers to ensure it is accessible, including providing information on the website in different formats	SC	Audit current practice. Parent/carer questionnaire. Research options	Sept 2016	Time for Research  Resources	Information sent to parent/carers in requested formats Process in place for identifying how parent/carers would like to receive information Information statement on website
To develop appropriate methods of communication throughout the school to meet the needs of all pupils	SC, TLR lead	Appoint a TLR post to 'Early Communication Project' Develop 'Total Communication Environment' SALT TA supporting class staff		TLR post Communication budget for low-tech and high-tech aids	The primary communication needs of all pupils identified and staff responding to these needs

**Making it happen: Management, coordination and implementation**

- The governing body will take responsibility for the school's Accessibility Plan and set a clear direction and report on it annually.
- The views of pupils and parents/carers will be sought at Annual Reviews
- Progress towards meeting objectives will be monitored as part of the school self evaluation process

## Getting hold of the school's plan

The school's Accessibility Plan will be available on the school's website, on shared documents on the school network and from the school office.

## Publications for Guidance

Accessible Schools: Planning to increase access to schools for disabled pupils	Issued to all schools in June 2002 (DfES Publications)
Schools Disability Code of Practice	Equality Human Rights
SEN Code of Practice	DfES
DfES Guidance on Inclusive Schooling	DfES
National Curriculum 2000 Inclusion Statement	DfES
Including All Learners	RIBA Bookshops
DfE website	GOV.UK

## Useful contact details:

Equality Advisory and Support Service (EASS)

Phone: 0808 800 0082

Textphone: 0808 800 0084

Website: <http://www.equalityadvisoryservice.com>

Post: FREEPOST, Equality Advisory Support Service, FPN4431

GOV.UK Publications <https://www.gov.uk/contact>

Ofsted Publications [www.ofsted.gov.uk/resources/publications](http://www.ofsted.gov.uk/resources/publications)

If you need expert information, advice and support on discrimination and human rights issues and the applicable law, especially if you need more help than advice agencies and other local organisations can provide, please contact the [Equality Advisory and Support Service \(EASS\)](http://www.equalityadvisoryservice.com).

## Monitoring

The Chiltern School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor :	<input type="checkbox"/> Exclusions	<input type="checkbox"/> Post 16 destinations	<input type="checkbox"/> Parents attending consultation meetings
<input type="checkbox"/> Admissions	<input type="checkbox"/> Response to teaching	<input type="checkbox"/> Selection & recruitment of staff	<input type="checkbox"/> Parents' involvement in the life of the school
<input type="checkbox"/> Attainment	<input type="checkbox"/> Setting/groups	<input type="checkbox"/> Governing body representation	
<input type="checkbox"/> Attendance	<input type="checkbox"/> Extra-curricular activities		
<input type="checkbox"/> Punctuality	<input type="checkbox"/> Homework		
<input type="checkbox"/> Rewards			
<input type="checkbox"/> Sanctions			

**Date Approved by Governors:** 23/9/15

**Date of next review:** Sept 2018