


The Chiltern School	Accessibility Plan	
------------------------------------	---------------------------	---

Date Policy Reviewed	Next Policy Review Date	Author
September 2025	September 2028	Lisa Leonard

The Chiltern School Vision

Where we learn and achieve together, where we dare to be different. Our vision is to be a centre of excellence, to inspire, innovate and promote the best practice in inclusive pedagogy, that is recognised locally, regionally and nationally for SEND development and provision, where we put the pupils at the heart of all decision making. Our children will leave being happy, confident, inquisitive and independent.

Statement of intent

This plan outlines how The Chiltern School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with a range of stakeholders that understand the needs of the school and have the relevant knowledge and understanding of the school and the pupils that attend the school.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Operations Lead will be responsible for:

- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The Director of Inclusion will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

Human Resources will ensure that staff identified with a disability have reasonable adjustments as part of a risk assessment. It is the individual's responsibility to share this information with colleagues and access external support as appropriate.

3. The Accessibility Audit

The Operations team and Headteacher will undertake an annual [Accessibility Audit](#). The audit will cover the following three areas:

- **Access to the curriculum** – we will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – we will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – we will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities. The actions that will be undertaken are detailed in the following sections of this document.

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and relevant members of staff. The next scheduled review date for this plan is **September 2024**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

Planning duty 1: Curriculum

Current good practice:

- The School offers a highly differentiated curriculum that meets the broad variety of pupils' needs. It is reviewed by staff annually to ensure that it has an impact on outcomes. Changes are made as necessary to ensure that the curriculum is relevant, meaningful and has purpose for all pupils. Further information can be found in The Chiltern School Curriculum Documents.
- MDT team work alongside class teachers to ensure pupils have access to specialist equipment.
- Inclusion panel monitors and staff can access additional specialist and target resources.
- High adjustable tables and specialist equipment is provided through Millbrook agreement.
- Classrooms are arranged and equipped to ensure individual pupils needs are met
- CBC HI/VI specialist teachers, advise when new pupils/review pupils as necessary, adaptations and recommendations are implemented.
- Staff have training to carry out medical procedures such as administration of medicine and gastro training so that pupils remain in class
- Acheeva beds are used as required for pupils needed to access learning
- Ceiling track hoists in place in Physical and Sensory Department
- Curriculum resources are presented in an accessible format for pupils through adaptive teaching. MDT team support and advise

Next Steps:

- School visits and journeys need to be more equitable to include all pupils.

Teaching staff need to be given further support to incorporate this into planning.

Subject Leads and Phase Leaders to be aware and monitor across the school.

- Ensuring pupils have access to technology that enhances access to the curriculum, consider technology options for reading and writing, ie speech to text, Clear vision tactile books lending library?
- Pupils have access to specialist resources to support access to the curriculum and meet requirements of EHCP provision (Trikes/water therapy)
- Tactile panels across curriculum areas and learning spaces to provide sensory cues for pupils

Acquire wheelchair accessible minibuses - awaiting confirmation from the Variety Club.

- Ensure new building includes accessible learning spaces - Part of Stage 4 planning
- Improve acoustics in some classrooms

- Improved storage for large pieces of equipment

FGB to be informed annually of the breadth and availability for pupils.

Planning duty 2: Physical environment

Current Good Practice:

- Wheelchair users can access areas of the school that are meaningful for them.
- Ramps are installed where necessary and lift available to access 2nd floor
- Accessibility is considered during all capital investment
- Most rooms have external emergency exit routes
- All changes to the outdoor facilities incorporate the need to be fully accessible
- DDA compliant hygiene facilities across the site
- Disabled parking spaces located close to entrances of main building
- Some playground equipment is accessible. .

Next Steps:

Consider which doors could be electronically operated to allow wheelchair users to access independently.

All outdoor equipment is accessible - Stage 4 Planning documents outline commissioned work for outdoor learning areas.

Planning duty 3: Information

Current good practice:

- Multidisciplinary team includes SaLT and Occupational Therapist (SI).
- Assessment of pupils by therapeutic team to determine targeted and specialist equipment
- Communication rich environment part of quality first teaching expectations
- All staff have relevant training to support understanding

Next Steps:

- Audit of information and delivery procedures
- School is aware of local services for converting written information into alternative formats
- Written information is fully accessible to children with visual impairments
- School website is accessible to children with SEND

