

Accessibility plan

Contents

1. Aims	2
2. Legislation and guidance.....	3
3. Action plan.....	4
4. Monitoring arrangements	8
5. Links with other policies	8

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 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

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.

The Aim of the SEND department is to raise aspirations and expectations for all pupils with SEND. We aim to provide a whole school focus on outcomes for young people with SEND, to provide the best opportunities for transition into adulthood.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a 'whole student, whole school' approach to the management and provision of support for Special Educational Needs.
- To provide a Special Educational Needs and Disability Co-ordinator, SENDCo, who will work within the SEN Inclusion Policy.
- To provide support and advice for all staff working with SEN students.

CHCC endeavors to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share

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 and SEND staff.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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	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 curriculum is responsive to the needs of all students • We use resources tailored to the needs of pupils who require support to access the curriculum • 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 make sure it meets the needs of all pupils • All staff are provided with the most up to date information about individual students and appropriate strategies to implement in the classroom • Staffing and timetable arrangements to provide small group interventions and support 	To increase visibility and awareness of different disabilities across the curriculum, including within resources.	Audit of current resources/ books/ displays to look at representation.	SENDCo	On going	People with disabilities are represented positively across the college.
		Increase the use of assistive technology, including use of apps.	Clear instruction and guidance for students. Training for staff to raise awareness.	SENDCo	On going	Student academic outcomes.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> • Use of ICT to enable access to lessons • Provision of learning aids- coloured overlays, pen grips, fidget toys, ear plugs where required • Personalised curriculum for key students • Additional support lessons for English and Maths at KS4 • Reasonable adjustments to behaviour policy- rest breaks 					

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • One level access into classrooms. • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Adjustable height tables • Room timetabling considerations • Lighting • Seating plan considerations, including for assembly • Use of ICT 	Increase staff awareness of all disabilities.	Continue to provide up to date advice and information to all staff and make this accessible. Training.	SENDCo	On going	All students accessing all lessons. Student outcomes.
	<ul style="list-style-type: none"> • Fire evacuation points • Use of high contrast strips on stairs. • Liaison with outside agencies/ professionals regarding lighting/ acoustics/ seating etc. • Good levels of lighting within classrooms in main building; blinds to adjust • Provision of lockers for individual students 					

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Colour coded time tables • Bi-lingual staff 	<p>To provide information in appropriate formats for all.</p>	<p>Provide advice about appropriate font sizes, layout, and other mediums of communication.</p>	<p>SENDCo.</p>	<p>On going</p>	<p>Information provided in different ways.</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 reviewed by SENDCO and then COO.

It will be approved by the principal.

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
- SEND policy
- Supporting pupils with medical conditions policy