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**Accessibility Policy**

**Chauncy School**

**May 2017**

**Introduction**

Chauncy School is an inclusive school where all members of the school community are of equal worth and each has the opportunity to be the best that they can be. Under the Equality Act 2010, it is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their:

* sex
* race
* disability
* religion or belief
* sexual orientation
* gender reassignment
* pregnancy or maternity

**Specific duties**

At Chauncy School we recognise and welcome our responsibility to make everyone feel included. The school has a duty to make reasonable adjustments for students with a disability:

* Where a disabled student is placed at a disadvantage compared to other students then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
* Schools will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.
* Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

**Accessibility planning**

This document outlines our accessibility planning for students with physical disabilities. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

Our accessibility plan aims to:

1. Increase the extent to which disabled students can participate in the curriculum.
2. Improve the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided.
3. Improve the availability of accessible information to disabled students. This plan should be considered alongside the Equality and Diversity Policy and SEND Policy and SEN Information Report.

Chauncy School is committed to:

1. **Increasing the extent to which disabled students can participate in the curriculum**

The curriculum covers teaching and learning and wider provision embracing after school clubs, leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, participation in trips and extra-curricular activities, deployment of staff and staff information and training. Curriculum audits support the school to review patterns of achievement and participation by disabled students in different areas of the curriculum, e.g. the inclusion of visually impaired children in PE, and then to identify action to increase participation.

1. **Improving the physical environment of schools**

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, lift, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of quiet areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, tables, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, swan neck desk projectors, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as specialist pens and pencils.

1. **Improving the availability of accessible information to disabled students**

This part of the duty covers planning to make written information normally provided by the school to its students – such as hand-outs, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. We aim to consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision can be made accessible to all those with a disability.

**References**

The Equality Act 2010: Advice for school leaders, school staff, Governing bodies and local

authorities

Equality Act Guidance downloads from the Equality and Human Rights Commission –

includes Guidance for education providers – what the equality law means for you as an

education provider

**CHECKLIST TO IDENTIFY BARRIERS TO ACCESS**

**Section 1: How does Chauncy School deliver the curriculum?**

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students? | ✔ |  |
| Are your classrooms optimally organised for disabled students? | ✔  On-going review and development |  |
| Do lessons provide opportunities for all students to achieve? | ✔ |  |
| Are lessons responsive to student diversity? | ✔ |  |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | ✔ |  |
| Are all students encouraged to take part in music, drama and physical activities? | ✔ |  |
| Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading? |  | ✔  Working towards |
| Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work? | ✔ |  |
| Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education? | ✔ |  |
| Do you provide access to computer technology appropriate for students with disabilities? | ✔ |  |
| Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment? | ✔ |  |
| Are there high expectations of all students? | ✔ |  |
| Do staff seek to remove all barriers to learning and participation? | ✔ |  |

**Section 2: Is Chauncy School designed to meet the needs of all students?**

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all students? | ✔ |  |
| Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? | ✔ |  |
| Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? | ✔ |  |
| Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disability; including alarms with both visual and auditory components? |  | ✔  Working towards |
| Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? |  | ✔  Working towards |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy? |  | ✔  Working towards |
| Are areas to which students should have access well lit? | ✔ |  |
| Are steps made to reduce background noise for hearing impaired students such as considering a room’s acoustics, noisy equipment? | ✔ |  |
| Is furniture and equipment selected, adjusted and located appropriately? | ✔ |  |

**Section 3: How does Chauncy School deliver materials in other formats?**

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information? | ✔  As required |  |
| Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams? | ✔ |  |
| Do you have the facilities such as ICT to produce written information in different formats? | ✔ |  |
| Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? | ✔ |  |

**ACTION PLAN**

**Improving the curriculum access at Chauncy School:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area for Development** | **Action Points** | **Outcomes** | **Timeframe** | **Success Criteria** |
| Teachers to extend their knowledge of different learning styles and continue to develop learning resources that are accessible for all students | Inset planning audit to guide CPD training; Training sessions held for all staff to develop knowledge of range of SEND and support development of differentiation practice | All teachers have greater understanding of the needs of all student and are able to more fully meet the requirements of disabled children’s needs with regards to ensuring their full access to the curriculum and engagement in learning | On-going | Increase in access to the curriculum; students engaged in learning and more able to access learning |
| All classrooms are organised to allow the participation and independence of all students | Conduct learning walks, identify environments that require improvement; action needs | The need of individual students can be accommodated with minimal disruption or reorganisation | By July 2018 | Increase in access to curriculum; improved confidence and safety of students |
| Training on supporting the needs of learners who are hearing impaired (HI) | New students with HI identified prior to transition; Ensure staff SEN information and individual student’s IPPs contain strategies to support HI students; consider additional CPD needs and deliver appropriate training – in collaboration with HI advisory service. | Students who are HI can access the curriculum with targeted support and where possible independently; staff feel skilled and confident to teach and support HO students | By December 2017 | Increase in access to curriculum; students able to work more independently; full reported access by individual students |

**Improving physical access and the physical environment at Chauncy School:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area for Development** | **Action Points** | **Outcomes** | **Timeframe** | **Success Criteria** |
| Designated routes to be developed and shared with students and visitors | Audit to be taking on current routes around school; safe routes to be identified for a range of disabilities and recorded; information to be widely available | Designated routes to be available for students, staff and visitors | By December 2017 | Staff, students and visitors able to safely travel around the school site |
| Improve signage for external buildings | Audit and site walk to identify current provision; appropriate signage to be sourced and placed in visible position | Individual buildings around the school will be clearly identified | By July 2017 | Staff, students and visitors all able to navigate the school environment confidently and safely |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Implementation of an appropriate evacuation system for all students regardless of need | Evaluate current evacuation procedures for accessibility; seek advice from specialist professionals and relevant students; devise and implement new system | Suitable evacuation procedures to be in place that are accessible for all students, staff and visitors | By July 2018 | Safe evacuation for all in the case of an emergency |

**Improving the delivery of written material at Chauncy School:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area for Development** | **Action Points** | **Outcomes** | **Timeframe** | **Success Criteria** |
| Availability of written material in alternative formats, to include school brochures, newsletters and other information for students and parents in alternative formats | Explore options to gain external support to convert written information into alternative formats; identify range of material that may require modification; consider needs of current staff, students and parents | The school can provide information in different formats when required for individual purposes | On-going | Delivery of information to disabled students, parents and the local community improved. |