



# **Accessibility Policy**

Policy Issue Date: February 2026  
Policy Review Date: February 2029

## 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 students with additional needs participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

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

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.

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.

This plan will be made available online on the school website, and paper copies are available upon request.

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.

## **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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. 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	OBJECTIVES	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for students with a disability</p>	<p>Improve the application of differentiation in all classes and response to specific needs of students.</p>	<ul style="list-style-type: none"> <li>● School offers a differentiated curriculum for students as required</li> <li>● Resources are tailored to the needs of students who require support to access the curriculum</li> <li>● Curriculum progress is tracked for all students, including those with additional needs</li> <li>● Targets are set effectively and are appropriate for students with additional needs</li> <li>● TAs support targeted students in lessons and interventions</li> <li>● Life skills option is offered to targeted students</li> </ul>	<ul style="list-style-type: none"> <li>● Devise and implement staff training programme, focused on quality first teaching</li> <li>● All new staff to complete SEND training with advice on access and quality first teaching</li> <li>● Senco to offer additional advice/strategies for staff as required</li> <li>● Lesson observations</li> <li>● Provide training for staff regarding needs of individuals and groups of students</li> <li>● Continue to develop the role of the TA in supporting the learning of students in the classroom, working in collaboration with the teacher</li> <li>● Continue to develop Life Skills curriculum to meet needs of individual all students and help prepare them for the future</li> <li>● Review of interventions and impact monitoring to be reviewed and enhanced</li> </ul>	<p>Established On-going monitoring</p>	<ul style="list-style-type: none"> <li>● Staff completed appropriate training.</li> <li>● All students needs identified and strategies consistently used across the curriculum.</li> <li>● All students able to access a suitable curriculum and be making appropriate progress</li> </ul>

AIM	OBJECTIVES	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>To increase the use of technology to ensure reading and writing access for students with additional needs</p>	<ul style="list-style-type: none"> <li>● English department and SEN team focus on reading interventions to build students' core skills</li> <li>● Investment in reading pens, Chromebooks and reading software</li> <li>● Reading support offered for formal and internal examinations</li> </ul>	<ul style="list-style-type: none"> <li>● Lead TA to be identified to lead on supporting technology</li> <li>● School to implement and embed reading software to comply with JCQ examination requirements for computer reader</li> <li>● Staff to be aware of individual student's provision via Google Classroom and Access Arrangement information spreadsheet</li> <li>● Students to have training on packages to increase efficacy</li> <li>● Lead TA to monitor impact of this provision</li> <li>● SENCO to apply for appropriate access arrangements to reflect normal working practice</li> </ul>	<p>*The actions within this plan this will be managed operationally through ongoing monitoring and the yearly governor update</p>	<ul style="list-style-type: none"> <li>● Students to be using technology across the curriculum.</li> <li>● Positive impact on student progress.</li> <li>● Increased student independence</li> </ul>

AIM	OBJECTIVES	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>Ensure examination access arrangements allow fair access to all students in external exams and internal assessments</p>	<ul style="list-style-type: none"> <li>● SENCO has appropriate JCQ qualification and completes annual updates</li> <li>● Appointment of Access Arrangement Co-ordinator to manage access and exam arrangements</li> <li>● TA lead for delivering access arrangements</li> <li>● Access Information sheet shares individual students' access with all staff</li> </ul>	<ul style="list-style-type: none"> <li>● Access Arrangement Co-ordinator to complete appropriate training</li> <li>● Review of access school arrangement process to ensure all appropriate students included.</li> <li>● Access Arrangements to be monitored by SEN team</li> <li>● Access arrangement spreadsheet to be refined and shared with staff</li> <li>● Mechanism to be refined and expanded to ensure staff are able to raise access concerns for individual students and provide feedback of use of arrangements in place</li> </ul>	<p>Established On-going monitoring</p>	<ul style="list-style-type: none"> <li>● Staff to offer access arrangements to all staff to all students for all assessments</li> <li>● Fair and equitable access in line with exam board guidelines.</li> <li>● Increase in potential to achieve in exams</li> </ul>

AIM	OBJECTIVES	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>Enhance year 11 revision provision for students with SEND</p>	<ul style="list-style-type: none"> <li>● Targeted Students offered revision interventions where appropriate</li> <li>● TA support in GCSE lessons to offer on-going revision advice and differentiation</li> </ul>	<ul style="list-style-type: none"> <li>● Appropriate SEN revision interventions to be scheduled</li> <li>● Differentiated SEN revision resources for lower ability students to be created by SEN team and shared with students and home</li> </ul>	<p>Established On-going monitoring</p>	<ul style="list-style-type: none"> <li>● Progress 8 scores for SEND students show improvement compared to previous year</li> <li>● Student feedback surveys show 80%+ report revision sessions as helpful</li> <li>● Comparison of mock exam results (December) to final GCSE outcomes shows measurable progress for SEND students</li> <li>● Teacher feedback confirms differentiated resources are being used effectively</li> </ul>

<p><b>Improve the delivery of information to pupils with a disability, and their parents</b></p>	<p>Ensure parents and carers have full access to information regarding strategies and developments affecting their children with SEND</p> <p>Ensure all parents have access to appropriate and accessible material/information</p> <p>Parents to be informed of support in place for their child</p>	<ul style="list-style-type: none"> <li>● SEN Information report updated annually and available on school website</li> <li>● Assistant Head and SENCO available to meet with parents and students</li> <li>● SEN Administrator to liaise with parents, co-ordinate information sharing and arrange meetings as required</li> <li>● Student and parent questionnaires have been trialed and refined to improve quality of feedback collected</li> <li>● Provision Map software Purchased</li> <li>● SEN Information spreadsheet shared with all staff and updated regularly to reflect current SEND needs</li> <li>● Regular SEN Meetings to be available to parents via telephone and School Cloud – parents able to request a meeting</li> </ul>	<ul style="list-style-type: none"> <li>● Implementation of provision mapping to be extended and embedded into every day practice.</li> <li>● Information on provisions to be included on SEN Information Report and provision mapping to ensure all staff aware of support in place</li> <li>● Letters sent home to inform parents of new provision</li> <li>● Most appropriate member of SEN team to be identified and contact details shared with parents</li> </ul>	<p>Established On-going monitoring</p>	
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AIM	OBJECTIVES	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Parents to be able to request accessible information in a range of formats	<ul style="list-style-type: none"> <li>Parents able to contact school to request information delivered in variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>All new starter forms and regular parent contact to be reviewed to ensure inclusion of information regarding access needs – e.g, large print, home language information on parents’ individual requirements to recorded on SIMs for teacher access</li> </ul>	*The actions within this plan this will be managed operationally through ongoing monitoring and the yearly governor update	
<b>Improve and maintain access to the physical environment</b>	<p>Any new build work considers the needs of differently able people.</p> <p>All areas of the school environment to be accessible, regardless of need</p>	<ul style="list-style-type: none"> <li>SEN team lead on Sensory and Physical needs to liaise with SLT and site team on adaptations required for SEN students</li> <li>Close working relationships with external advisory staff</li> <li>Site team aware of needs of individual students – with regular updates</li> <li>Current site has lift access, ramps and allocated disabled parking</li> </ul>	<ul style="list-style-type: none"> <li>Continued use of accessibility plan in conjunction with build planning.</li> <li>SEN team to refine information sharing process and ensure updates are shared with relevant staff as appropriate</li> <li>Lighting on school grounds to be reviewed</li> </ul>	Established On-Going monitoring	<ul style="list-style-type: none"> <li>Improving access to all</li> <li>Area in school.</li> </ul>

AIM	OBJECTIVES	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	Safety of all students and support staff in emergency situations is considered and planned for	<ul style="list-style-type: none"> <li>● Risk assessment for fire and emergency for identified students in place</li> <li>● SEN Sensory Needs lead TA reviewing and updating plans</li> </ul>	<ul style="list-style-type: none"> <li>● Continued review of current arrangements</li> <li>● Formal recording of safety plans - agreed with site team and Head</li> <li>● Training for staff in evacuation procedures</li> </ul>		<ul style="list-style-type: none"> <li>● Robust safety plan in place</li> <li>● Successful evacuation in fire drills</li> <li>● All staff aware of procedures for individual students</li> <li>● Safe evacuation during emergency situations</li> </ul>
	Improve signage for external buildings	<ul style="list-style-type: none"> <li>● Signage on majority of internal doors</li> </ul>	<ul style="list-style-type: none"> <li>● Audit and site walk to identify current provision</li> <li>● Appropriate signage to be sourced and costed</li> <li>● Budget approval sought</li> <li>● Signage ordered and installed</li> </ul>	*The actions within this plan this will be managed operationally through ongoing monitoring and the yearly governor update	Staff, students and visitors all able to navigate the school environment confidently and safely



\*The actions within this plan this will be managed operationally through ongoing monitoring and the yearly governor update

## 4. Monitoring arrangements

This accessibility plan will be monitored and reviewed to ensure it remains effective and responsive to the needs of our school community.

### Termly monitoring:

- The Assistant Headteacher will lead termly review meetings
- Each objective in the action plan will be RAG rated (Red/Amber/Green) based on progress
- Any barriers to progress will be identified and addressed
- New accessibility needs or concerns raised by students, parents or staff will be considered and added to the plan where appropriate

### Annual monitoring:

- An annual report on accessibility plan progress will be presented to the governing board

**Evidence of impact:** Progress will be measured through:

- Student progress data for those with disabilities
- Attendance and engagement data
- Feedback from students, parents and staff
- Records of reasonable adjustments made
- Incident logs and concerns raised
- Uptake and effectiveness of interventions and support

### Reporting:

- Progress updates will be shared with governors annually
- The accessibility plan will be published on the school website
- Stakeholders will be informed of significant updates or changes

**Full review:** This policy will be fully reviewed every **3 years**, but may be reviewed and updated more frequently if necessary in response to:

- Changes in legislation or DfE guidance
- Significant changes to the school's physical environment
- Feedback from accessibility audits
- Changes in the school's student population and their needs
- Recommendations from external agencies or Ofsted

The plan will be approved by Steven Walton, Head Teacher, and ratified by the governing board.