



Chaucer School

A member of Tapton School Academy Trust

Accessibility Policy

2021 -2023

Date approved / Reviewed: January 2021

Date to be reviewed: January 2023

Accessibility Policy and Action Plans Introduction

This policy and plan outlines the proposals of the Governing Body of Chaucer School to increase access to education for pupils with disabilities in the three areas required by the duties in the Equality Act 2010. They are:-

- Increase the extent to which pupils with disabilities can participate in the school curriculum;
- Improving access to the physical environment of the school and consideration of whether to provide auxiliary aids/services (as a reasonable adjustment) for disabled children
- Improving information delivery to pupils with disabilities

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their duties effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

Key Objectives of the Accessibility Policy

The key objective of this policy is to reduce barriers to access to the curriculum and to ensure full participation in the school community for students and prospective students with a disability.

To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far is reasonable practical.

Principles

Chaucer School recognises its duty to;

- Ensure that compliance with the Equality Act 2010 is consistent with the school's Equality Statement and Objectives, the SEN policy, The Selection and Recruitment policy and any other policy that has a focus and impact on disabled students, staff and parents/carers
- Not to discriminate against disabled students, staff, parents/carers in admissions, exclusions or in the provision of education and associated services
- Not to treat disabled students, staff, parents and carers less favourably
- Take reasonable steps to avoid putting disabled students, staff, parents and carers at a substantial disadvantage
- Publish an Accessibility Plan
- Report on the progress of the Accessibility Plan

The Accessibility Plan

The plan is detailed below

1. In performing their duties, the Governing Body of Chaucer School and staff will have regard to the Technical Guidance for Schools in England issued by the Equality and Human Rights Commission (updated in July 2014).
2. The School recognises and values parents' or carers' knowledge of their child's

disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality

3. All students are provided with a broad, balanced curriculum which is differentiated and adjusted to meet the needs of individual students and their preferred learning styles
4. The School sets suitable learning challenges
5. The School aims to overcome potential barriers to learning and assessment for individuals and groups of students
6. The needs of disabled staff and parents/carers are accommodated as far as is reasonable and practical
7. Attached to this policy are three Action Plans which relate to the three key aspects of accessibility. These plans span a period of 3 years 2021-2024 and will be reviewed annually. New plans will be drawn up at the end of the current 3 year period.
8. The school acknowledges the need for ongoing awareness raising and training for staff and students in the matter of disability discrimination
9. The Accessibility Plan should be read in conjunction with the following policies, principles and documents:

- The Equality Statement and Objectives
- The SEN Policy
- The Health and Safety Policy
- Recruitment and Selection Policy
- Safeguarding Policy

Activity Key duty 1 (education and related activities)

Chaucer School offers a broad and balanced curriculum with a diverse range of additional opportunities/extracurricular activities. Chaucer School in its planning and delivery of the curriculum and additional opportunities ensures access is open to all and wider participation is actively encouraged.

Located at the school is the LINCS (Learning, Inclusion and Support) department. The team consists of teaching and support staff as well as therapeutic specialists, and is managed by the Associate Leader for Inclusion. Specialist staff provide one to one and small group support and deliver targeted interventions for students with a variety of needs which prevent them from accessing mainstream provision.

The SEN (Special Educational Needs) department led by the Executive SENCO offer one to one and small group interventions as well as in class support targeted to students where additional support is needed for them to access the curriculum, and interventions are based on individual special educational needs as assessed by the Local Authority, school staff and by teachers or parents raising concerns.

Provided in addition to the curriculum are a number of lunch time clubs such as sport activities, art and music; homework clubs; as well as facilitating participation in after school clubs.

Chaucer School will continually review its provision to ensure for appropriate differentiation for all its pupils and will take into account the views of students, staff, parents and carers and when necessary will seek input/advice from specialist and appropriate health professionals. (See Appendix A for the Key Duty 1 Action Plan).

Key duty 2 (physical environment)

Chaucer School was originally built in the 1960s but underwent significant refurbishment and rebuild during the early 2000s. The governing body of the school (under the overall management of Tapton School Academy Trust) is responsible for the upkeep, maintenance and safety of the building and grounds and as such they are responsible for ensuring the building and grounds are compliant with the provisions of the Equality Act. The school is fully disabled accessible with lifts and ramps ensuring access to all areas. Specialist classrooms are fitted with disabled accessible teaching areas and all rooms are wheelchair accessible.

The school will continue to take into account the needs of its students, staff and visitors with physical difficulties and other impairments when planning future improvements and refurbishments to the site such as access, colour schemes and lighting. (See Appendix B for the Key Duty 2 Action Plan).

Key duty 3 (provision of information)

The school currently has a learning platform which is accessible by its students and parents/carers along with a website which is accessible by the wider community. Statutory information is accessible on the website but can also be provided in hardcopy on request. (See Appendix C for the Key Duty 3 Action Plan).

Policy Review

Attached are 3 action plans, one relating to each key duty and covering the period 2020 - 2023. These plans will be reviewed and adjusted annually. The policy will be reviewed at the end of the current three-year period and new plans will be drawn up for the following three-year period.

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Headteacher

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Chair of Governors

Equality Action Plans 2020-2023

Area	Current practice	Objective (Short, medium, long)	Actions	Who	When	Outcome
<p>Is the curriculum an outstanding experience for all students and staff and is it accessible?</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all students. • We use resources tailored to meet the needs of students who need support to access the curriculum • Progress is tracked for all students, including those with AEN, SEN and disability. • Appropriate targets are set for all students with additional needs. • The curriculum is continually monitored to ensure it meets the needs of all students. • Alternative curriculum pathways are provided to ensure access to all students is available • Assisted technology is used where appropriate to remove barriers to learning in increase independence e.g. pen readers 	<p>SHORT TERM (Y1 and ongoing)</p> <p>All staff are trained to employ quality first teaching strategies in response to individual needs.</p> <p>SHORT TERM (Y1 and ongoing)</p> <p>The school looks to improve the support provided to students and staff who have issues with their mental health and resilience</p>	<p>Executive SENCO leads on adaptation of curriculum to meet all needs.</p> <p>Pathways are monitored and found to be appropriate to need and ability.</p> <p>Pathways are monitored to evidence high aspiration to achieve destinations</p> <p>To review the provision of support to staff taking account of staff voice (school and Trust)</p>	<p>Executive SENCO</p> <p>Asst Head and Associate Leaders</p> <p>Asst Head</p> <p>Asst Head/ Associate Leader</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>All students make expected or better progress.</p> <p>Learning walks as part of the Learner Enquiry Experience ensure that this is fully embedded into lessons.</p> <p>Staff report through staff surveys (2020 results compared to 2019) that the school as the employer provides support for their mental health issues and helps to build resilience</p>

	<ul style="list-style-type: none"> • Reduced timetables are available to support students with particular needs • Phased returns to work and consideration given to reduced duties for staff where necessary • SEN update staff annually (in September) regarding students with AEN profiles • The school delivers appropriate training to all it staff e.g. a training day on 'The Inclusive Classroom'. • The school runs a 'Summer School' for targeted students to aid in transition from primary to secondary school • The school employs TTF mentors and an UNRAVEL counsellor to provide support to students and staff 	<p>MEDIUM TERM (Y2)</p> <p>Number of school staff trained as ACE Aware Trauma Informed practitioners</p> <p>LONG TERM (Y3)</p> <p>The school provides an ACE Aware Trauma Informed curriculum and environment for all</p>	<p>To review the provision of support for students and provide ACE aware trauma informed training for all staff</p>	<p>Headteacher / Associate Leader/DSL</p>		<p>Students report through student voice increase in their confidence in school to support their emotional health & well being</p>
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Area	Current practice	Objective (Short, medium, long)	Actions	Who	When	Outcome
<p>Is the physical environment as accessible as possible for all our staff and students, including those with disabilities</p>	<p>The environment is adapted to the needs of the students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Lifts in buildings • Ramps where appropriate • Disabled toilets • Wheelchair accessible classrooms • Wheelchair accessible specialist rooms eg DT, Food, Science • EVAC chairs positioned at strategic points around school • Lift passes issued to staff and students with access difficulty (permanent or temporary) 	<p>SHORT TERM</p> <p>Raise staff awareness of pupils' needs</p> <p>Liaise with feeder schools to ensure information is provided on transition</p> <p>MEDIUM TERM</p> <p>Keep under review and make provision for any new developments any areas of uneven surfacing and ensure repairs are actioned</p> <p>LONG TERM</p> <p>To ensure that all new and existing buildings allow for independent access for all</p>	<p>Issue of SEND register and guidance regarding how best to meet students' needs</p> <p>Assessment of pupil needs on transition with regards to access</p> <p>Regular walks around the building and outside areas to identify issues as they arise</p> <p>Review carefully any new plans to ensure compliance with DDA regulations and Equality Act</p>	<p>SENCO</p> <p>SENCO, Year Leads</p> <p>Facilities Manager</p> <p>Business Manager</p>	<p>Sept (annually)</p> <p>On transition</p> <p>Ongoing</p> <p>As and when new projects/plans are discussed</p>	<p>All student needs are considered and met</p> <p>Students feel supported and settle quickly into their new school</p> <p>Staff and students have safe egress around the site with little or no reported accidents</p>

Area	Current practice	Objective (Short, medium, long)	Actions	Who	When	Outcome
Can all students/parents/staff and visitors access information on an equal basis	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pen readers for identified students • Seating plans take into account students' additional needs • Appropriate overlays • Issue of ipads • Use of interpreters, sign readers etc to support parental meetings 	<p>SHORT TERM (Y1 and ongoing)</p> <p>To improve the website as a central means of communication for all stakeholders</p> <p>MEDIUM TERM (Y2 and ongoing)</p> <p>The school will promote the use of 'My Child At School' to provide another means of communication between school and home,</p> <p>LONG TERM (Y3)</p> <p>Develop website reader to support stakeholders with difficulty reading script</p>	<p>To review and redesign the school website with a particular focus on improving access to information on the website for all interested parties</p> <p>To gather parent voice on the introduction of MCAS. To target hard to reach parents to see if MCAS will improve their access to information</p> <p>Investigate alternative options. To investigate the adaptation of the school newsletter and or website information into languages other than English</p>	<p>Associate Leader</p> <p>Associate Leader</p> <p>Associate leader</p>	<p>2021/2022</p> <p>2021/2022</p>	<p>Improved access to information for parents/carers</p> <p>'users voice' confirms that the website is easy to navigate to find information</p> <p>Parent voice confirms that this has improved their access to information</p> <p>Parent voice confirms that this has improved their access to information</p>