



Accessibility Plan 2022/25

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Accessibility Plan

Relevant to: Maintained Schools, Academies and MATs

Status: Statutory

This model policy is intended as a starting point on which to base your policy, which should be tailored to:

- *reflect your school's ethos and approach;*
- *the specific systems which are in place.*

DATE September 2022

LAST EDITION: N/A

REVIEW: Every 3 years

Updates since last edition

Section 2	Amended reference from biennially to three yearly review cycle.
Section 4	Contextual information updated.

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INDEX

1. Legislation and Guidance	4
2. Purpose and Direction – Vision and Values.....	4
3. Stakeholders	5
4. Contextual Information/Information from Accessibility Audit	5
5. Links to Other Documents	5
6. Monitoring and Evaluation	6
CHS Accessibility Plan 2022/25.....	7

1. Legislation and Guidance

This Accessibility Plan complies with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. Under the Equality Act 2010, the Discovery Educational Trust (DET) Trust Board (TB) through Chase High School (CHS) and the CHS Local School Committee (LSC) have a duty:

- Not to treat disabled pupils less favourably for a reason related to their disability. CHS aims to promote positive attitudes to disabled people and promote equality of opportunity for all.
- To make reasonable adjustments for disabled pupils, in order that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

The LSC is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan, which must be reviewed, at least, once every three years.

The Equality Act 2010 states that a person has a disability if:

- They have a physical or mental impairment;
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under the Equality Act 2010, all schools have a duty to make 'reasonable adjustments' to ensure that:

- Where a disabled pupil is placed at a disadvantage compared to other pupils, efforts are made to reduce/remove the disadvantage.

2. Purpose and Direction – Vision and Values

DET is a Trust of Opportunity and its Schools offer their pupils a high-quality inclusive education, a broad, balanced and ambitious curriculum and a safe and stimulating place to grow, learn and develop. All pupils are fully prepared to seize the opportunities of the rapidly changing world and become active and responsible global citizens.

CHS has high expectations for all pupils and is committed to ensuring that all pupils, including those with disabilities, achieve the best possible educational and other outcomes.

In line with the National Curriculum, teachers are expected to plan high quality lessons for all pupils, identifying and overcoming barriers to learning wherever possible. CHS ensures that pupils with disabilities have access to the wider curriculum and are able to participate in a range of enrichment and extra-curricular activities.

CHS is committed to providing a fully accessible environment, which values and includes all pupils, staff, parents/carers and visitors, regardless of their education, physical, sensory, social,

spiritual, emotional and cultural needs. CHS is further committed to challenging attitudes around disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

CHS plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School.

CHS works closely with professionals from Southend City Council, the National Health Service and other agencies to ensure that its site is accessible and meets the needs of its pupils.

Whole School training recognises the need to continue raising awareness of disability discrimination and equality issues, with reference to the Equality Act 2010, for staff and Local Governors.

The following areas, with associated actions, form the basis of this Accessibility Plan:

- Increase the extent to which disabled pupils can participate in the School curriculum and in extra-curricular activities;
- Improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve the availability of information, which is accessible to disabled pupils.

Action Plans covering these three aspects of accessibility are at Appendix 1. These Action Plans are reviewed and adjusted within the three yearly review cycle.

3. Stakeholders

This Plan was written in consultation with all CHS staff, the LSC, parents/carers, pupils and the wider School community.

4. Contextual Information/Information from Accessibility Audit

CHS is part of DET.

It is a mixed 11 to 18 Southend secondary school with a Published Admission Number (PAN) of 226 per Year Group and 300 in Post 16.

All buildings are accessible for wheelchair users. There are three main buildings across three levels. All levels are accessible for wheelchair users and have wheelchair accessible toilets.

5. Links to Other Documents

This Accessibility Plan is linked to the following policies and documents, which are available on the CHS or Discovery Educational Trust website or from the School on request:

- CHS Admissions Policy;
- CHS Anti-Bullying Policy;
- CHS Behaviour Policy;
- DET Children with Health Needs, who Cannot Attend School Policy;

- DET Complaints Policy and Procedure;
- DET Educational Visits Policy;
- DET Equality and Diversity in Employment Policy;
- DET Equality Statement and Objectives;
- DET Health and Safety Policy;
- CHS Prospectus;
- CHS Risk Assessments;
- CHS Special Educational Needs and Disability (SEND) Information Report;
- DET SEND Policy;
- DET Supporting Pupils with Medical Conditions Policy.

6. Monitoring and Evaluation

The Accessibility Plan is reviewed, at least, every three years.

Ongoing monitoring of the progress towards the targets and the impact of the Plan is undertaken by the CHS LSC.

CHS Accessibility Plan 2022/25

IMPROVING ACCESS TO THE CURRICULUM

TARGET	ACTION	RESOURCES	TIMEFRAME	OUTCOMES
A1 – Develop range of learning resources that are accessible to pupils with different disabilities.	Subject Leaders to review resources in their curriculum areas.	Time/training	Ongoing	Pupils with disabilities to have increased access to curriculum materials.
A2 – Teachers develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities.	DHT QoE to incorporate in L&T meeting schedule.	Time/training	Ongoing	Teachers use multiple intelligence principles to suit wide range of learning styles. Higher attainment for pupils with SEND.
A3 – Teachers develop skills to deal with pupils, who have specific disabilities.	SENDCo provides or arranges specific training for new and existing staff relating to disabilities experienced by pupils.	Time/training	Ongoing	Staff have greater understanding of disability issues.
A4 – Disability equality issues are incorporated in Citizenship curriculum.	Review Schemes of Work for RE/Citizenship.	Time	Ongoing	Pupils have a greater understanding of disability issues.

A5 – Ensure that CHS is prepared to meet the specific needs of pupils transitioning in September.	Provide training for all staff to develop understanding of the needs of the pupil. Ensure that the curriculum is suitably tailored to those needs.	Time/training	Ongoing	Successful transition and progress made by pupils.
IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT				
TARGET	ACTION	RESOURCES	TIMEFRAME	OUTCOMES
B1 – Maintain effective tone contract on all staircases, steps and footpaths to aid movement of visually impaired pupils and staff.	School Business Manager liaises with Site Manager to ensure that this is audited and built into Summer maintenance schedule.	In Premises budget.	Annually in August.	Visually impaired pupils, staff and visitors are able to navigate easily around CHS site.
B2 – Provide level access to Ground Floor facilities.	No action necessary – Ground Floor is accessible to pupils and staff with a physical disability and to wheel chair users.	N/A	N/A	Pupils, staff and visitors can access the Ground Floor of CHS.
B3 – Ensure that fire procedures consider the needs of pupils with disabilities.	Ensure that identified pupils and staff have completed a PEEP. Ensure that key personnel are aware of the flashing alarms and fire refuges.	To liaise with H&S Adviser and Site Manager.	Annually in September and review half-termly for new admissions.	Identified pupils are safe and have a clearly recognised set of procedures to meet their need in case of fire.

IMPROVING ACCESS TO INFORMATION				
TARGET	ACTION	RESOURCES	TIMEFRAME	OUTCOMES
C1 – Make information more accessible to pupils and parents/carers with disabilities.	<p>Weekly News & Views emailed to all families.</p> <p>Two annual stakeholder surveys, including targeted SEND.</p> <p>Trust Coordinator quality assures policies.</p> <p>Website updated to include curriculum overviews/assessment.</p> <p>Increase use of Satchel One to improve pupil access to home learning and communication.</p> <p>Increase use of SMS communication.</p>	Time	Ongoing	<p>Pupils with disabilities have greater access to information.</p> <p>CHS is able to respond quicker to requests for information in alternative formats.</p>

