



CHICHESTER FREE SCHOOL ACCESSIBILITY PLAN 2017

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Chichester Free School accessibility plan

1. Introduction and aims:

Chichester Free School believes in providing every opportunity to develop students', young people's and adults' full potential. All our students, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of School life and the School environment for pupils and prospective pupils, staff, parents and visitors with a disability.

In this scheme we will outline how we can promote disability equality for all disabled students, staff, parents, governors and visitors to our School. We also have a duty to publish our Accessibility Action Plan which explains how we are doing this now, and what we plan to do over the next three years.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

Chichester Free School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEN Information report as well as the Equal opportunities Policy.

2. Background:

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education and was subsequently incorporated into the Equality Act (2010). This plan sets out the proposals of the Governing Body of Chichester Free School to ensure our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to make sure that:

- We do not to treat disabled pupils or prospective pupils less favourably for a reason related to their disability
- We will make reasonable adjustments for disabled pupils and prospective pupils, so that they are not at a substantial disadvantage
- We will plan to increase access to education for disabled pupils
- We do not discriminate against anyone as explained in the DDA, 1995
- We do not discriminate against anyone as explained in the Equality Act, 2010
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We will remove barriers which may discourage disabled people from playing a full part in the life of our School
- We will encourage full participation by everyone in our School activities

Our accessibility action plan is resourced, implemented, reviewed and revised annually. Attached is a set of action points showing how the School will address the priorities identified in the plan.

3. Key factors:

We are committed to providing a fully accessible environment (within the constraints of our selective intake) which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to increase the accessibility of provision for all students, staff and visitors to the School. The Accessibility Plan will contain relevant actions to:

Improve access to the **physical environment** of the School, adding specialist facilities as necessary. This covers improvements to the physical environment of the School and physical aids to access education.

Ensure access to the **curriculum** for pupils with a disability, reflecting upon the curriculum as necessary so that they are as equally prepared for life as are the able-bodied pupils (if a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the School and School events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies:

- o Curriculum Policy
- o Equal Opportunities
- o Health & Safety
- o SEN Information report
Chichester Free school's Local Offer
- o Behaviour
- o Anti-Bullying

The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this Accessibility Plan or indeed ever, given the restrictions of the sites as the school grows and develops. Additionally, alterations to the premises may require Planning Approval, listed building consent and / or Building Regulations Approval. Some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, consideration will be given to Equality and Diversity.

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the Governors Finance and General Purposes Committee.



Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it.

This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted upon request.

Target	Strategy	Outcome	Timeframe	Achievement	Responsible
Assess the scope of current access provision in respect of the built environment	Review of the existing audit schedule with particular reference to Priority Code 1, 2 & M items (urgent, where practicable and maintenance). These are likely to include: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – play space, circulation routes into School, the provision of ramps, lifts and improvements to doorways; the provision of furniture and apparatus to improve access	Quick wins identified – areas where accessibility can be improved for minimal financial outlay	By Oct 2017	Costed plan of works produced	Principal / Facilities Manager / Business Manager / Link Governors
Ensure that a robust access action plan is in place for all future capital projects as the school expands	Review of the existing audit schedule with particular reference to Priority Code F/3 items (refurb / upgrade)	Action plan formulated to incorporate these adjustments, where reasonable, as part of the overall site strategy	Ongoing: September 2017 – July 2018	Robust access action plan in place to ensure DDA duties are met	Principal / Facilities Manager / Business Manager / Link Governors
Ensure that all works arising as a result of audit	Review current specifications, finishes schedules and Fittings, Furniture and	Standardisation of these elements will ensure a	Ongoing: September	Robust specification and	Principal / Facilities Manager / Business



recommendations are meeting best practice	Equipment (FFE) procurement methods	commonality of provision	2017 – July 2018	procurement guidelines in place to ensure DDA duties are met	Manager / Link Governors
Provide continuing training programme to ensure staff knowledge and understanding of SEN	Provide whole-school or twilight INSET to all teaching staff on key SEN issues relevant to the School; programme coordinated by SENCo, in consultation with Director of Teaching and Learning	Teachers are aware of the relevant issues, what to look for in early identification of possible learning needs and what constitutes helpful teaching for SEND students	Autumn 2017 onwards	Staff able to help early identification of possible learning needs and also when teaching students with identified specific needs to ensure that curriculum is presented to provide all learners with equality of access.	SENCo/ Head of secondary/ Head of primary /all staff
Monitor progress of SEND students and also to aid identification of possible learning needs of other students	SEND Department and Pastoral leaders routinely analyse relevant data	SEND students supported to maintain appropriate progress; learning needs in other students identified as soon as possible	Ongoing	Students with specific learning needs able to realise full academic potential	SENCo / Head of Secondary/ Head of Primary / Pastoral Leaders
Monitor classroom provision	Regular review of classroom provision via student interviews, lesson observation and work scanning	Teaching and learning receives routine feedback and guidance on meeting learners' needs.	Ongoing	Teaching and learning ensures that curriculum is presented to provide all learners with equality of access	SENCo / Head of Secondary/ Head of Primary
That the school will be able to provide written	Investigate the process for converting and the cost implications involved	The school will be able to provide written information	Ongoing	Delivery information to	Business Manager

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information in different formats when required		in different formats		disabled pupil and parents	
Review current school publications	Investigate the process of converting material to large text, and the cost implications for these. Particularly those which are out sourced	All school information available to all	March 2017	Delivery of school information to parents and local community improved	Business Manager
Provide information electronically where possible to allow enlargement and varied font colours	Review policies and information of web site and update where needed	All school information available to all	Ongoing	Delivery of school information to parents and local community improved	Business Manager
Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.		Curriculum is fully accessible for all pupils.	Ongoing	Students with specific learning needs able to realise full academic potential	All Staff. Subject leaders. Advisors for SEND impairments
To ensure children with disabilities have access to adapted equipment etc		SEND pupils more able to access curriculum as detailed in their Statements/ EHCPs and IEPs/Access plans.	Ongoing		SENCO ICT Technician
School policies make reference to provision for pupils with difficulties & disabilities (particularly PE).		Policies include provision for pupils with difficulties or disabilities.	Ongoing		Whole staff. Subject leaders. Advisors
Consideration of ways of increasing participation in activities in activities such as after-school clubs, leisure and cultural activities, as well as out of school visits, particularly for those with physical or behavioural		All visitors to school are able to access the building easily	Ongoing		All staff Governors



challenges.					
Accessibility for Adults Health and Safety walk carried out by governors		All visitors to school are able to access the building easily	Ongoing		Governors SLT
Evaluate spaces in school to develop an area which can be used for ASC/ Emotional Social needs.		Appropriate physical space designated so that pupils have a place that follow their IEP/IPP and meet ASC needs	Ongoing		Governors SLT
Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.		Students are supported in activities and available resources allocated or purchased.	Ongoing		SLT SENCO
Ensuring that action has been undertaken that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.		Variable outcome depending on student concerned.	Ongoing		All Staff SLT SENCO