



# ACCESSIBILITY PLAN

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<b>Chair Date:</b>	<b>31 March 2021</b>

# 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 do all we possibly can 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 under the Equality Act 2010: '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.' This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

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, age 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 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 try 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 and possible. 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. 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
- 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 Resources ~~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

## Accessibility Plan 2021-2024

Target	Strategy	Outcome	Timeframe	Responsible
<b>Equality and Inclusion</b>				
To ensure the early identification of disabilities.	<p>1. Transition notes from feeder pre-school settings, primaries and parents.</p> <p>2. “New to school”/mid year admissions to note any disabilities as declared by parents.</p> <p>3. Testing as needed of students who may have a disability and parents notified prior to decision of SEN status/coding.</p> <p>4. Students recorded on the SEND register as K – SEN support or E-EHCP if they have one.</p>	<p>1. Information transferred.</p> <p>2. Information recorded.</p> <p>3. Testing completed.</p> <p>4. Students recorded as K or E</p>	<p>1. On Entry.</p> <p>2. on admission</p> <p>3. As identified.</p> <p>4. As needed.</p>	Senior Assistant Principal- Inclusion/ Primary and Secondary SENCOs/ All staff
To improve staff awareness of disability issues	<p>1. Survey staff views on disabilities and inclusion.</p> <p>2. Staff CPD on disabilities.</p> <p>3. Continuous audit of SEND and its incidence - On call - RR - FTEs.</p>	<p>1. Staff reporting increased understanding.</p> <p>2. Reduced number of incidents and FTE for SEND students.</p> <p>3. Incidents noted and change in practise or responses are</p>	<p>1. Spring term.</p> <p>2. Ongoing throughout the year.</p> <p>3. Termly.</p>	Senior Assistant Principal- Inclusion/ Primary and Secondary SENCOs/ All staff

	<p>4. Assemblies/ PSHE lessons with disability focus.</p> <p>5. Review of curriculum areas with disability awareness content to map where it is happening.</p>	<p>made if required.</p> <p>4. Increased awareness by all students of disabilities and inclusion.</p> <p>5. Will have a clear understanding of where disability awareness is delivered through the curriculum and if there are any gaps.</p>	<p>4. Once a year for each year group.</p> <p>6. Each year.</p>	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	All staff/ subject leaders/ advisors
To ensure that the Accessibility Plan becomes an annual agenda item at FGB meetings.	Clerk to the governors to add to list for annual FGB meetings.	Adherence to current legislation	On-going	Clerk to Governors/ Principal
<b>Curriculum</b>				
To improve the teaching and learning experience for disabled students.	<p>1. To audit staff skills in relation to differentiation.</p> <p>2. To establish a programme for sharing good practice.</p> <p>3. To identify staff training needs.</p>	<p>1. Will have a clear picture of the staff skills for differentiation.</p> <p>2. There will be a system for sharing good practice.</p> <p>3. Staff training will be planned with issues in mind.</p>	<p>1. Ongoing.</p> <p>2. Sept each year.</p> <p>3. Sept each year.</p>	Deputy Principal in charge of T&L./ Senior Assistant Principal- Inclusion/ SLT/ Secondary and Primary SENCOs.

<p>To ensure that all pupils are able to access all out-of-school activities, e.g. extra-curricular activities, trips, residential visits, etc.</p>	<p>1. Review of out of school provision to ensure compliance with legislation.</p> <p>2. Risk assessments completed for all pupils including those with physical disabilities.</p>	<p>1. All out of school activities comply with legislation.</p> <p>2. All risk assessments completed and pupils regardless of disability are able to participate.</p>	<p>1. Ongoing</p> <p>2. Ongoing</p>	<p>Teacher in charge of enrichment and trips./ Senior Assistant Principal- Inclusion/ SLT/ Secondary and Primary SENCOs.</p>
<p>To meet the needs of individuals during statutory end of KS2, KS4 and KS5 assessments.</p>	<p>1. Pupils will be assessed, in accordance with regular classroom practice.</p> <p>2. Further assessment of pupils will be undertaken as necessary.</p> <p>3. Application to the examination boards for Access arrangements completed.</p>	<p>1. Barriers to learning will be reduced or removed enabling pupils to achieve their full potential.</p> <p>2. The specific needs of pupils are identified so that support can be tailored to meet their needs.</p> <p>3. Access arrangements awarded by Exam boards for pupils who meet the criteria.</p>	<p>Termly</p> <p>2. when needed</p> <p>3. Annually</p>	<p>Senior Assistant Principal- Inclusion/ Primary and secondary SENCOs/ Assessment Coordinator/ All staff</p>
<b>Physical Environment</b>				
<p>To ensure that, where possible, the school buildings and grounds are accessible for all pupils and adults and continue to improve access to the school's physical environment for all.</p>	<p>1. To monitor all aspects of the physical environment. These are likely to include: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and</p>	<p>1. School built in line with disability equality regulations. All future alterations are built within these regulations</p>	<p>On-going</p>	<p>Principal/ school Business Manager/ Facilities Manager/ governors</p>

	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			
Ensure that a robust access action plan is in place for all future capital projects as the school expands.	1. Review of the existing audit schedule with particular reference to Priority Code F/3 items (refurb / upgrade)	1. Action plan formulated to incorporate these adjustments, where reasonable, as part of the overall site strategy	Ongoing:	Principal/ school Business Manager/ Facilities Manager/ governors
To ensure that our school is physically accessible to all members of the school community.	1. Monitor and address if issues arise	1. The school will continue to be accessible	On-going	Principal/ school Business Manager/ Facilities Manager/ governors
To provide specialist equipment to promote participation in learning by all pupils.	1. Assess the needs of the pupils and provide equipment as needed, e.g. pencil grips, writing slopes, headphones, etc.	1. Pupils will develop independent learning skills	Reviewed termly by Primary and Secondary SENCOs.	Senior Assistant Principal- Inclusion/ Primary and secondary SENCOs.
<b>Written/ other information</b>				
To ensure that all parents/carers and other members of the school community can access information	1. Written information will be provided in alternative formats as necessary.	1. Everyone from the school community can access the information.	As needed	School Business Manager
To have regular contact with Sensory Support Team (SST)	1. Students in feeder pre-school settings and primaries with	1. School will be prepared for students who transfer.	Ongoing	Senior Assistant Principal- Inclusion/ Primary and



regarding students who require alternative formats.	<p>specific needs are identified and contact made with SST re transfer.</p> <p>2. Braille, large print, coloured overlays and low contrast books available for students as needed.</p> <p>3. Parents who require support with reading will have alternative phone contact for text.</p>	<p>2. Students requiring Braille copies, large print, coloured overlays or low contrast books will have them.</p> <p>3. Any parent who has difficulty with reading will have a phone number contact to hear letters home etc read for them.</p>		secondary SENCOs
To ensure that parents/carers who are unable to attend school, because of a disability, are able to access a pupil progress consultation report and other relevant information	1. Staff to hold Pupil Progress consultations by telephone or email home with information. Use the school email correspondence to send updates and regular newsletters and relevant information.	1. Parents/ carers are informed of their child's progress.	Termly	All staff