



ACCESSIBILITY PLAN

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Signature: Chair of Governors	
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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 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 plan 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 Learning and Teaching
- o Equal Opportunities
- o Health & Safety
- o SEN Information report
- o SEN
- o Behaviour
- o Anti-Bullying

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 Committee.

Access to this plan:

This plan is made available on our school website and 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 Leadership Team 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 2024-2027

Target	Strategy	Outcome	Timeframe	Responsible
Equality and Inclusion				
<p>To ensure the early identification of disabilities.</p>	<ol style="list-style-type: none"> 1. Transition notes from feeder pre-school settings, primaries and parents. 2. "New to school"/mid year admissions to note any disabilities as declared by parents. 3. Testing as needed of students who may have a disability and parents notified prior to decision of SEN status/coding. 4. Students recorded on the SEND register as K – SEN support or E-EHCP if they have one. 	<ol style="list-style-type: none"> 1. Information transferred. 2. Information recorded. 3. Testing completed. 4. Students recorded as K or E 	<ol style="list-style-type: none"> 1. On Entry. 2. on admission 3. As identified. 4. As needed. 	<p>Vice Principal- Inclusion/ Primary and Secondary SENCOs/ All staff</p>
<p>To improve staff awareness of disability issues</p>	<ol style="list-style-type: none"> 1. Parents to inform relevant staff of their child’s disability/ diagnosis. 2. Staff to inform HR of any disability or need. If consented, this information is shared with the medical officer and an Individual Health Care plan is developed together. 	<ol style="list-style-type: none"> 1. This is recorded on the admission forms and reported to either the Primary or Secondary SENCO. If it is a medical need then the medical officer is also informed and an Individual Health Care Plan is developed with the parent. 2. A note is added to the staff member records and an Individual Health Care Plan is developed with consent. 	<ol style="list-style-type: none"> 1. Ongoing throughout the year. 2. Ongoing throughout the year and reviewed with staff member annually. 	<p>Vice Principal- Inclusion/ Primary and Secondary SENCOs/ All staff</p>

	<p>3. Staff CPD on disabilities.</p> <p>4. Continuous audit of SEND and its incidence including FTEs and attendance for pupils with SEND</p> <p>5. Assemblies/ PSHE lessons with disability focus.</p>	<p>4. Incidents noted and change in practise or responses are made if required.</p> <p>5. Increased awareness by all students of disabilities and inclusion.</p>	<p>3. Ongoing throughout the year.</p> <p>4. Termly, sooner if need arises.</p> <p>5. Termly, sooner if need arises and linked to national awareness days of disabilities.</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
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/ Executive Principal
Curriculum				
To improve the teaching and learning experience for disabled students.	<p>1. To audit staff skills in relation to adaptive teaching..</p> <p>2. To establish a CPD 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 adaptive teaching..</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>	Assistant Principal: All-through Learning and Teaching./ Vice Principal- Inclusion/ SLT/ Secondary and Primary SENCOs.
To ensure that all pupils are able to access all out-of-school activities, e.g. extra- curricular activities, trips, residential visits, etc.	<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</p>	<p>1. Ongoing</p> <p>2. Ongoing</p>	Assistant Principal: Pupil development and Cultural Capital/ Vice Principal- Inclusion/ SLT/ Secondary and Primary SENCOs.

		able to participate.		
To meet the needs of individuals during statutory end of KS2 and KS4 assessments.	<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>Primary and Secondary SENCOs/ Assessment Coordinator/ All staff</p>
Physical Environment				
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>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 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</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>Executive Principal/ school Business Manager/ Site Manager/ governors</p>
Ensure that a robust access action plan is in place for all	<p>1. Review of the existing audit schedule with particular reference to Priority Code F/3</p>	<p>1. Action plan formulated to incorporate these adjustments, where</p>	<p>Ongoing:</p>	<p>Executive Principal/ school Business Manager/ Site Manager/ governors</p>

future capital projects as the school expands.	items (refurb / upgrade)	reasonable, as part of the overall site strategy		
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	Executive Principal/ school Business Manager/ Site 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.	Primary and secondary SENCOs.
Written/ other information				
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) regarding students who require alternative formats.	1. Students in feeder pre-school settings and primaries with specific needs are identified and contact made with SST re transfer. 2. Braille, large print, coloured overlays and low contrast books available for students as needed.	1. School will be prepared for students who transfer. 2. Students requiring Braille copies, large print, coloured overlays or low contrast books will have them.	Ongoing	Primary and secondary SENCOs
To ensure that parents/carers who are unable to attend school, because of a disability, are able to	1. Staff to hold Pupil Progress consultations by telephone or email home with information. Use the school email correspondence to	1. Parents/ carers are informed of their child's progress.	Termly	All staff

<p>access a pupil progress consultation report and other relevant information</p>	<p>send updates and regular bulletins and relevant information are sent digitally.</p>			
<ol style="list-style-type: none"> 1. all the corridors and main circulation areas have been built wider than required by Building Regulations to allow better space for any pupils (and staff) transiting between classes 2. all door linings, doors, skirtings, wall panels, etc are decorated in contrasting colours to enable clearer contrast for building users with impaired vision 3. evacuation lobbies are provided at all floors in all staircases. 4. specific evacuation plans and personal evacuation plans are included within the school's H&S procedures for any emergency situations as required 5. all entrances / exits are either at the same level as external surfaces or are provided with permanent ramps. Internal corridors are also ramped at interchanges between buildings or lift access provided 				