



ACCESSIBILITY PLAN

November 2019

1 APPROVAL

Chair of Governors

Signature	
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Date of Approval	November 2019

Headteacher

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Date of Approval	November 2019

Review Date	November 2022
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CHILTERN WOOD SCHOOL ACCESSIBILITY PLAN 2019-2022

3 DOCUMENT CONTROL

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4 INTRODUCTION AND AIMS

- 4.1 At Chiltern Wood School our priority is to ensure that our pupils and staff feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can be. 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.
- 4.2 Chiltern Wood School consists of two sites. The Downley site was built in 2002 and is purpose built for people with disabilities. The Cressex site consists of three buildings which have been adapted as best as possible to meet the needs of pupils.
- 4.3 This plan outlines how we promote disability equality for all disabled pupils, staff, parents, governors and visitors to our school. We have a duty to publish our Accessibility Action Plan which explains how we are doing now, and what we plan to do over the next three years.

5 BACKGROUND

- 5.1 The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This plan sets out the proposals of the Governing Body of Chiltern Wood School to ensure our practices and policies comply with these acts and increase access to education for all pupils with a disability. It is our duty to make sure that:
- We do not treat disabled pupils less favourably due to their disability;
 - We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
 - We do not discriminate against anyone as explained in the DDA, 1995;
 - 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.

6 DEFINITION OF DISABILITY

- 6.1 Under the Equality Act 2010 disability is defined as having a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on the ability to do normal daily activities. A progressive condition is one that

gets worse over time. People with progressive conditions can be classed as disabled.

7. PRINCIPLES

- 7.1 Compliance with the above-mentioned legislation is consistent with the school's vision, mission and values, Equalities Statement and the operation of the school's Special Educational Needs (SEN) Policy.
- 7.2 Our Admissions Authority, Buckinghamshire County Council, informs our Admissions Policy and does not discriminate against any disabled child.
- 7.3 Chiltern Wood School recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment.
- 7.4 When recruiting staff, disabled people will not be discriminated against.
- 7.5 We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- 7.6 We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils by:
 - setting suitable learning challenges;
 - responding to pupils' diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils;
 - ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities.

8. MAKING REASONABLE ADJUSTMENTS

- 8.1 We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to:
 - (a) the building and grounds:
 - Ensuring all adjustments to current buildings are DDA compliant
 - Denote hazards for people with disabilities including the visually impaired
 - (b) teaching and learning:
 - We will review and monitor to ensure pupils with disabilities make progress in line with their abilities, we will then evaluate and adapt our practice accordingly

- Individual targets are met by a variety of teaching and learning strategies
- Targets will be monitored regularly
- Targets and progress towards them will be reported to parents regularly
- lesson monitoring will be done by senior staff, enabling us to track and analyse the achievement of all our pupils
- Regular review of policies

(c) communication with pupils

- Use of interactive whiteboards
- Use of ICT resources
- Visual timetables for some pupils
- PECS
- Eye gaze equipment
- Makaton
- Touch cues

(d) communication with parents

- Newsletters to parents
- Communication books
- Class dojo
- News pages on the school website
- Informal discussions with parents
- Parents meetings
- Parents forum
- Telephone conversations with parents
- Most information is available electronically and can be converted to other appropriate formats
- Parent Ambassador
- Governor attendance at school functions

9. MONITORING AND IMPACT

9.1 The Governing Body will review the Action Plan annually during the Autumn Term. They will measure the impact of any changes or initiatives on the quality of school life for all stakeholders, and will prioritise developmental projects by compliance with regulations, sustainability and availability of funding.

- Formal review of the plan will take place every three years.
- The impact of all school policies and practices on disability equality will be assessed at the time of review with the Governing Body.

Chiltern Wood School Accessibility Plan 2019-2022

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT				
Targets	Actions	Timescale	Responsibility	Success criteria
School staff are aware of the access needs of disabled pupils	<ul style="list-style-type: none"> • Include access plans for individual disabled children as part of EHCP process. 	As applicable	Headteacher	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
School staff are better aware of access issues	<ul style="list-style-type: none"> • Provide information and training on disability equality for all staff 	As applicable	Headteacher	Raised confidence of staff and governors in commitment to meet access needs
Improve access to the reception area at the Cressex site	<ul style="list-style-type: none"> • Relocate and change the door entry system to make it accessible to hearing impaired, visually impaired and physically disabled people. 	As applicable	School Business Manager/SLT	All disabled people are able to easily access reception and enter independently
Ensure that all disabled pupils can be safely evacuated in case of emergency	<ul style="list-style-type: none"> • Incorporate personal evacuation plan into pupils' care plans. • Ensure lockdown procedure is suitable for pupils needs/abilities • Develop a system to ensure all staff are aware of their responsibilities 	As applicable	Headteacher	All disabled pupils and staff working with them are safe and confident in the event of an emergency.
Review and replace inadequate lighting in all areas	<ul style="list-style-type: none"> • Rolling programme of replacing old lighting with more appropriate lighting 	As applicable	SBM/ Site Managers/Caretaker	Lighting improved for people with visual impairment and other disabilities

Ensure playgrounds are safe and accessible for pupils with disabilities	<ul style="list-style-type: none"> Identify and develop areas on both sites as part of a rolling programme 	As applicable	SBM/SLT	All pupils will be able to access all areas of playgrounds
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IMPROVING ACCESS TO THE CURRICULUM				
Targets	Actions	Timescale	Responsibility	Success criteria
Increase confidence of staff in differentiating the curriculum	<ul style="list-style-type: none"> Revisit annually as part of review of learning and teaching Twilight and inset training 	Ongoing	Headteacher/SLT	Raised confidence of staff in strategies for differentiation and increased pupil participation
Ensure support staff have access to specific training on disability issues	<ul style="list-style-type: none"> Access to relevant training both externally and in-house Share good practice with other special schools. 	Ongoing	Headteacher/SLT	Raised confidence of support staff
Provide specialist equipment including ICT and ensure staff know how to use it	<ul style="list-style-type: none"> Regularly update SEN ICT programmes, iPads, eye gaze, touch screen computers, interactive whiteboards Run training sessions to ensure staff confident in 	Ongoing	Headteacher/SLT	Wide use and confidence in using programmes and equipment to allow all pupils to fully access the curriculum

	use of programmes and equipment			
Ensure pupils have access to specialised equipment such as chairs/writing slopes	<ul style="list-style-type: none"> • OTs and Physios to access and arrange for the correct equipment to be in place 	Ongoing	SLT/OT/Physios	Pupils are enabled to access the curriculum by having the correct specialist equipment
Review PE curriculum to make PE accessible to all	<ul style="list-style-type: none"> • Audit of PE curriculum • Purchase of equipment as needed • Take part in sports events as appropriate 	Ongoing	Headteacher/SLT/PE coordinator	All pupils able to access PE curriculum and take part in external sports events
Ensure disabled pupils have access to lunch clubs, after school clubs and holiday clubs	<ul style="list-style-type: none"> • Audit need for accessible clubs for pupils and organise as appropriate 	Ongoing	Headteacher	Pupils with disabilities are able to participate equally in and out of school activities

IMPROVING ACCESS TO INFORMATION				
Targets	Actions	Timescale	Responsibility	Success criteria
Review information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> • Ask parents/carers about access needs when child is admitted to school • Use school staff as interpreters when making phone calls • Phone parents who may need help in 	Ongoing	All staff	All parents are getting information in format that they can access

	<p>understanding letters/newsletters</p> <ul style="list-style-type: none"> • Monitor success of using parentmail system 			
Inclusive discussion of access of information in annual reviews	<ul style="list-style-type: none"> • Confirm with parents/carers and children that they are able to access information • Develop strategies to meet needs 	Ongoing	Headteacher/SLT/Teachers	Staff more aware of preferred methods of communication