

## Accessibility Plan for Chew Valley School

Chew Valley School has adopted this accessibility plan in line with the School's Special Educational Needs & Disability Policy with the aim of ensuring that our school is socially and academically inclusive, that all students have access to a full curriculum, and that all students are appropriately challenged.

This plan has been created to meet the requirements of the Department of Education (DfE) guidance for schools on the Equality Act 2010, and pays due regard to Children and Families Act (2014) Part 3 which links in to the SEND Code of Practice 0-25 Years (2015).

The Governing Body has had three key duties towards disabled students:

- Not to treat disabled students less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students.

Chew Valley School will ensure access to education for disabled students in the three areas required by the planning duties in the Equality Act:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education, benefits, facilities or services provided or offered by the school
- Improving the delivery to disabled students of information which is readily accessible to pupils who are not disabled.

The Equality Act 2010 defines a disabled person as someone who has:

“a physical or mental impairment which has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

The definition includes a wide range of impairments, including hidden impairments such as Dyslexia, Autism, Speech and Language impairments, Attention Deficit Hyperactivity Disorder (ADHD). As such, there is a significant overlap between those considered to have a disability and those who have special educational needs.

At Chew Valley School, the number of students with Education and Health Care Plans (EHCP) and at student support level is broadly in line with national average.

In addition to learning difficulties, a small number of students also have physical disabilities. Some students have sensory impairments, including both hearing and vision impairments.

Our Special Educational Needs policy outlines the school's provision for supporting students with special educational needs and disabilities (SEND), and the school's Disability Equality Scheme explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

### Facilities & Disability Access

Chew Valley is a large site and we take into account individual needs of students with additional needs to ensure full inclusion:

- Mobility Issues - classrooms allocated on the ground floor or lifts available to access upper floors
- Disabled toilets available in the Main School Corridor, Music Block and the Learning Support Block
- Access available to all the ground floors of buildings
- Disabled parking
- Resources - such as suitable adjustable chairs as advised by multi professionals, laptop use and other specific resources
- Exit Cards in place for students who with physical/medical needs who need to reach a new location in time
- The signage around the school is clear with additional safety lines for students/staff with a visual impairment
- Students receive messages via a central message board. This is shared by tutors during registration

Our Accessibility Plan outlines how we look to make reasonable adjustments to improve access to the curriculum, information and the physical environment.

<b>ACCESS TO THE PHYSICAL ENVIRONMENT</b>			
<b>ACTION</b>	<b>STRATEGY</b>	<b>RESPONSIBILITY</b>	<b>SUCCESS CRITERIA</b>
When major alterations are planned, ensure the Equality Act 2010 requirements are adhered to – plan for access requirements.	All contractors to work to Bath & NE Somerset Environment Access Standards	Business Manager Contractor	All works supported by school surveyor and in line with regulations in the Equality Act.
Investigate quality and appropriateness of disabled facilities	Continued liaison with outside agencies to ensure disabled facilities fit current needs	Business Manager SENCO	Ongoing use of facilities, any reasonable adjustments considered and implemented.
School is aware of the access needs of parents/carers including EAL	Audit accessibility for parents/carers for day to day routines and for one off events	Office staff re: admin/SENCO	Ongoing dialogue with parents and carers. Appropriate support in place.

<b>ACCESS TO THE PHYSICAL ENVIRONMENT</b>			
<b>ACTION</b>	<b>STRATEGY</b>	<b>RESPONSIBILITY</b>	<b>SUCCESS CRITERIA</b>
To make school more accessible for the visually impaired	Review safety of school site re: drain covers, highlighting ramps and steps etc. Review signs with symbols, types on visuals through H and S audits	Site Team	Access for all enhanced

<b>ACCESS TO THE CURRICULUM</b>			
<b>ACTION</b>	<b>STRATEGY</b>	<b>RESPONSIBILITY</b>	<b>SUCCESS CRITERIA</b>
School visits accessible to all children	<p>Audit of visits in terms of accessibility</p> <p>Staff to check with SENCO as part of the trip checklist and take into consideration the needs outlined in any relevant Individual Health Care Plans</p> <p>Individual Risk Assessments completed as required</p>	<p>Trip Leader/SLT</p> <p>Trip Leader /SENCO/Key worker/Tutor</p>	<p>All risks assessments completed</p> <p>Reasonable adjustments made to ensure access to visits</p> <p>Parents involved in individual risk assessments</p>
Ensure PE activities are accessible by all	Liaise with outside agencies for any students requiring adaptations	Head of PE/SLT Link/SENCO	<p>PE Curriculum adapted to meet the needs of all students</p> <p>Appropriate individualised resources where appropriate</p>
SEND Register and Medical Register/SIMS to be utilised effectively to share information appropriately with staff	<p>Basic information to be provided to staff through SEND Register and pupil profiles to facilitate successful teaching and learning.</p> <p>Students learning is facilitated by personalised planning, differentiation and appropriate adjustments to the classroom environment</p>	SENCO/Key members of Student Services Team	<p>Settled, happy students who are able to access the wider curriculum as far as possible</p> <p>Reasonable adjustments made to ensure inclusion of all students</p>

<b>ACCESS TO STAFF TRAINING &amp; CPD</b>			
<b>ACTION</b>	<b>STRATEGY</b>	<b>RESPONSIBILITY</b>	<b>SUCCESS CRITERIA</b>
Staff to have an up to date understanding of individual student needs and levels of support required to access the school	SEND training to be a key part of the annual CPD offer  Ensure opportunities for staff training – audit staff needs	SLT/SENCO	Teaching staff have the highest possible expectations for all learners in their class and all SEND students make progress

<b>ACCESS TO PASTORAL SUPPORT</b>			
<b>ACTION</b>	<b>STRATEGY</b>	<b>RESPONSIBILITY</b>	<b>SUCCESS CRITERIA</b>
Students to have access to appropriate pastoral support dependent on their age and specific needs	Clear systematic approach to transition. Tutoring programme in place and effective	Assistant Headteachers SENCO Heads of House Tutoring	Inclusion through provision of the House system Attendance in line with national figures
Designated Child Protection staff on site with developed links to Social Services and the relevant LA teams.	Responsibility of DSL sitting with the Assistant Headteacher, (Students and Inclusion) with support from one of the Deputy Headteachers. Use of CPOMs system in line with other LSP Trust Schools	Assistant Headteacher (Students and Inclusion) Deputy Headteacher	Effective procedures for picking up and managing child protection events.
Pupil Premium students identified and curriculum progress tracked	Assistant Headteacher with responsibility for Pupil Premium amongst other areas in place and systems with the data manager and other Pupil Premium staff in place	Assistant Headteacher, Data, Assessment and Pupil Premium	Clear provision for Pupil Premium Students with data indicating effective progress
Young Carers are identified and monitored	Systematic approach to identification Monitoring responsibility identified and actioned	Assistant Headteacher, (Students and Inclusion)	
Behaviour and Pastoral Support Plans in place to impact.	Behaviour plans and pastoral support plans in place	HOH Assistant Headteacher, (Students and Inclusion)	Impact of support through plans in evidence
Outside agencies support the work of the school	Educational Welfare Officer (EWO) linked with LSP through Noble Education and our Educational Psychologist closely support the school  Work with mentoring and support organisations such as GrassRoutes	EWO Ed Psych Pastoral team	More expertise in supporting students
Careers and Work Experience Co-ordinator support students with work-related learning and planning for future.	Develop further the systematic work of the careers team so that students are able to plan next steps	Careers Advisor Work Experience Co-ordinator Pastoral team	0% (NEET) not in employment, education or training

Develop links with partner primary schools for effective planning and support on transfer.	Effective transition work with feeder schools building on already good practice but focusing even more on the individual child	SLT colleagues with responsibility for this area SENCO HOH Pastoral support staff	Effective transfer for all students joining Chew Valley School
School Nurse provides weekly health care provision. Links with GPs and local mental health services.	Regular contact with the professionals with systematic feedback where appropriate	School Nurse External services Pastoral team	Effective provision / knowledge around mental health and other areas

<b>ACCESS TO INFORMATION</b>			
<b>ACTION</b>	<b>STRATEGY</b>	<b>RESPONSIBILITY</b>	<b>SUCCESS CRITERIA</b>
Policies downloadable from school website and paper copies / policies read through provided on request	Clear access to all policies	Governors	Parental / other interested parties access to school policy
Written reports from teaching staff and parents' evenings	Coherent feedback for parents Room access for all parents	Assistant Headteacher, Data and Assessment Data Manager	Clear access to all information
SEND, Behaviour and Pastoral Support plans review meetings	Timetabled meetings with parents invited well in advance where all needs are met	Pastoral team SENCO	Clear comprehension of all matters relating to meeting
Virtual learning	Clear use of the portal for information around homework  Identification of internet based learning	Teaching staff Pastoral staff	Support around work away from the classroom enhanced
New parents' evening in June/July and options evening for Year 9 in January together with Sixth Form options Evening in November	Opportunities for parents to be informed in the key areas of joining the school or making important curriculum decisions	SLT HOH/SENCO Sixth Form team	Fully informed parents who are able to support students' learning
SEND reviews three times per year	Clear home school communication and co-production of pupil profiles	SENCO SLT	Parents feel that the school is listening to feedback and acting upon this
Appointments with staff	Clear lines of communication to speak to staff via email, phone or in person to discuss students' welfare and progress	All Staff	Appropriate communication to enable effective learning to take place

Approved: January 2023