

# Accessibility Plan

## Introduction

1. Chapelton Academy (henceforth, the Academy) is committed to providing an exceptional education for all its students and to meeting its obligations under Equalities legislation. In particular, Schedule 10 of the Equality Act 2010 requires the Academy to prepare an accessibility plan which should
  - a. increase the extent to which disabled pupils can participate in the curriculum;
  - b. improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of facilities, education, benefits and services provided and
  - c. improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
2. The Academy is committed to providing adequate resources for implementing its plan.
3. This Accessibility Plan should be read in conjunction with the Academy's *Special Educational Needs and Disabilities Policy*, its *Equal Opportunities and Inclusion (Students) policy* and its *Curriculum, Teaching and Learning Policy*. Also relevant are the Academy's staff policies.
4. The Academy acknowledges and adopts the approach to the definition of disability as applied to young people in section 20 of the Children and Families Act 2014. In particular, where a young person (by virtue of a physical or mental impairment) is prevented or hindered from making use of facilities of a kind generally provided for others of the same age, they can be said to have a disability.

## Priorities

5. The Academy is new and opens in September 2014. It has the opportunity, from the outset, to ensure that its disabled pupils are well-catered for and that systems and processes embedded at opening have due regard to the needs of disabled pupils.
6. On this basis the Academy's priority areas for 2014/2015 are as follows
  - a. All its policies are implemented in a manner which maximises best practice for supporting disabled students (and where appropriate, staff) [referred to as A below]
  - b. The Special Educational Needs and Disabilities Coordinator (SENCO) has a clear overview of the needs of all disabled students and how best to cater for them. [B]
  - c. There is appropriate deployment of ICT which enables disabled students to maximise access. [C]
  - d. Disabled students have access to extra-curricular activities and plans. [D]
7. The table below represents the Academy's 2014-2015 action plan

Priority Area	Issue	Action	Resources	Success Criteria	Monitoring
<b>A</b>	Staff may not be used to the Academy's policies/may not understand how to implement them	Staff training is provided which draws on best practice for supporting disabled students	Staff CPD Day 5 (Head Teacher to plan)	Feedback from Student Executive Committee is sought (and is positive)	Head Teacher to plan CPD Day 5
<b>B</b>	SENCO is relatively new to the role and new legislation is operational	SENCO to undertake specific training before Christmas 2014	£500-1000 from the CPD budget to allow SENCO to undertake this training	SENCO to report back on this and deliver findings as part of CPD Day 5	Governing Body to scrutinise effectiveness of training at first AGB of 2015.
<b>C</b>	New ICT provision may not necessarily be optimised for use with disabled students	Director of Operations and Business/FBM to liaise with CSE (ICT Provider) on maximising access for disabled students	Meeting with CSE; possible further resources required	Director of Operations/Business/FBM to report back to Senior Leadership Team after liaison with SLT	Director of Operations until September 1 2014 and FBM thereafter
<b>A</b>	Ensuring availability of all plans and policies in varied formats	Academy to make itself aware of the services available through the Local Authority for converting written information into alternative formats; Academy also to achieve "Two Ticks Disability Symbol" for recruitment	SENCO; Local Authority Materials	SENCO to review Local Authority website and to check on general training course. Achievement of "Two Ticks Disability Symbol" symbol and use of this on subsequent materials.	Feedback from parents, prospective students and staff
<b>B</b>	Hearing Induction Loops and acoustics may not exist/be optimised in the main school site	This to be incorporated into discussions with contractors to ensure classrooms are well designed	Meetings with contractors will determine whether additional financial resource is required	Pending discussion with building contractor regarding feasibility and cost, finalised plans for main school site will be optimised for disability including provision of Hearing Induction	Director of Operations/Business and/or FBM to review at the relevant juncture.

				Loops and good acoustics	
<b>D</b>	Disabled students may not necessarily be able to access all trips	All trips to be thoroughly planned and risk assessment training to incorporate an access review. Reasonable adjustments to be made wherever possible to enable disabled students to participate fully and safely on visits.	Director of Education to review trips etc.	Director of Education to review trip risk assessments and plans.	Director of Education to receive feedback on staff risk assessment training

### Monitoring and Review

The Head Teacher will take overall responsibility for the implementation of this plan. They will report periodically on its progress to the Premises and Resource Sub-Committee of the Governing Body. It will be full refreshed in 2015, and then once every two years thereafter.

Signed by \_\_\_Ashley Dexter\_\_\_ & \_\_\_Rebecca Maxted\_\_\_

Date \_\_\_\_\_

Updated and Agreed by TGB:

Person Responsible	Chair of Governors
Reviewed by	Temporary Governing Body
Last Reviewed	June 2014
Adopted by TGB	June 2014
Next Review	Jan 2015