CHETWYND SPENCER ACADEMY



Accessibility Plan – September 2022-2025

Authors:	Carrie Smith and Caroline Hallows
Period covers:	September 2022 – September 2025

Statutory:	Yes
Trust / Local Policy:	Local
On website:	Yes

Review	
Name of person undertaking review	Carrie Smith, Caroline Hallows, Tracey Barratt, Chris Downes and James Firth
Date of next planned review:	September 2025 (with annual monitoring)

Implementation	
Implementation of the policy will be monitored by:	Carrie Smith, Caroline Hallows, Tracey Barratt, Chris Downes and James Firth
Monitoring frequency:	Three-year plan monitored annually

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1. Introduction and aims

At Chetwynd Spencer Academy ("our Academy") our mission is 'For all our children to be kind, courageous and curious citizens, helping them to shine for a bright and happy future in our diverse world.

We aim to achieve our mission by being inclusive, maintaining a safe and stimulating learning environment, securing outstanding learning and teaching, delivering an Irresistible Curriculum (see our Academy's Teaching and Learning Policy and Procedures), following a values-based approach (STARFISH) as explained in our Academy's Behaviour Policy and Procedures, and working with parents, carers and the wider community.

Our Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind, and to ensuring that our children with a disability can access the curriculum including physical access to our Academy, the buildings and its surrounding environment.

Schools are required under the Equality Act 2010 to have an accessibility plan. The aims of the plan are to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

2. Plan scope

This plan applies to all members of our Academy community (including our staff, children, volunteers, parents/carers, visitors, community users) that are involved with the physical environment of our Academy.

This plan should be read in conjunction with our Academy's equality information and objectives ("our Equality Objectives"), our Special Educational Needs and Disabilities (SEND) Policy, our Medical Conditions Policy and our Health and Safety Policy.

Our SEND Policy outlines our Academy's provision for supporting our children with SEND. Please refer to our SEND Policy for an outline of our full provision to support the children.

3. Plan development

This plan has been developed by our Inclusion Managers in consultation with our Principal, our



Governors, all our staff and our children with disabilities and their parents.

This plan meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Equal opportunities

Our Academy is committed to equality of opportunity, and to promoting an ethos of dignity, courtesy and respect throughout our Academy as detailed in our Equality Objectives. These explain how we ensure equal opportunities for all our children and every effort will be made to ensure compliance with these. Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

5. Monitoring and review

Our action plan (**see pages 4-9**) is based on our current assessment of accessibility for our children with disabilities. It sets out priorities across our Academy in a number of areas and the relevant timescales for action to increase accessibility for our children with disabilities. Our action plan will run from September 2022 to September 2025. Progress on these measures will be reviewed and updated annually in September.

6. Complaints process

Our Academy's complaints procedure (available on our Academy's website) covers this plan. If you have any concerns relating to accessibility in our Academy, this procedure sets out the process for raising these concerns.

This plan and all policies and documents referred to above can be found on our Academy's website, and paper copies are available upon request.



7. Action plan September 2022 – September 2025

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim: Increase access to the curriculum for pupils with a disability

Current Good Practice	Monitoring and Strategies to maintain and improve good practice	Timescale	What success looks like	Achieved 2022-2023	Achieved 2023-2024	Achieved 2024-2025
Our Academy offers a differentiated curriculum for our children of all abilities. Resources are tailored to the needs of our children to ensure all can fully access our curriculum. Curriculum progress is tracked for all our children, including those with a disability. Targets are effective and appropriate for our children with additional needs. Our curriculum is reviewed to ensure it meets the needs of all our children. Access to our curriculum within class is reviewed termly through pupil profiles for all our children with SEND. Regular meetings with parents/carers of our children with SEND help to feedback information and parents/carers are able to meet/contact our Joint Inclusion Managers as required. The views are all our children with SEND are sought termly through our pupil profile reviews.	Training needs identified for all staff especially those new to our Academy including medical training. Monitoring (observations/learning walks) of classes to ensure all children can access sessions and have access to equipment and adapted resources where needed. Ongoing monitoring from our Senior Leaders, Joint Inclusion Managers, Standards' Leaders, Curriculum Lead and other subject leads. Feedback from parents/carers and children's voice from review meetings listened to and actioned. Ensure parents/carers have access to our SEN provision/SEN Academy offer on our website, and ensure our annual SEN report on provision for our children with SEND is accessible/ informative for our parents/carers. See our website.	By end of Autumn Term training needs identified and reviewed during mid-term reviews to assess progress and identify any new training requirements. Termly. Termly. Termly. Ongoing. Annually reviewed (September).	Areas staff feel training required identified and training provided to support development of their skills so they can support our children with SEND in their class/in our Academy. Our staff have developed skills in the identified areas. Raised confidence levels of our staff. Our children with SEND make at least good progress either in line with their peers or from their starting point. All our children have equal access to a broad and balanced curriculum.			



Current Good Practice	Monitoring and Strategies to maintain and improve good practice	Timescale	What success looks like	Achieved 2022-2023	Achieved 2023-2024	Achieved 2024-2025
Our Joint Inclusion Managers liaise with external professions e.g. Termly Springboards, SBAP, SALT/OT to incorporate strategies and support within classrooms and around our Academy for our children who require specific equipment and adaptions.	Staff to continue current practice of placing children in the most appropriate class in order to meet their needs. Teaching Assistants (TAs) and Learning Support Assistants (LSAs) are allocated as appropriate to provide support needed – the use of our TAs and LSAs is continually reviewed to ensure support is targeted at the needs of our children.	During Summer Two Term and reviewed as required.	Our children with SEND make at least good progress either in line with their peers or from their starting point. All our children have equal access to a broad and balanced curriculum.			
Visually and hearing-impaired children have resources adapted to their needs such as: -enlarged text size on interactive whiteboard presentations and handouts - seating plans - visual reminders/timetables - suitable-coloured rulers and workbooks - large print for whole class reading texts - page and hand-held magnifiers as required - name of colours written on cups, crayons and card for children with colour blindness and suitable adjustments to colour-based assessments or activities	Seating requirements carefully considered and matched to a child's needs. Longer time given for reading or completing activities. Regular breaks during the lesson/day.	At least half termly. Ongoing and adapted as child's needs changed. Daily as required.	These children make at least good progress either in line with their peers or from their starting point. All staff and children are starting to develop an understanding and to use basic signing during assemblies and class registration.			
Some teaching staff have a basic knowledge of signing such as Makaton	**Short-term** - Incorporate basic signing during whole Academy and class activities such as assemblies and class registration. **Medium-term** – Most teaching staff using basic signing at start/end of each lessons. **Long-term** – All staff have a basic knowledge of signing such as Makaton.	July 2023 July 2024 July 2025		 N/A N//A	N/A N/A	N/A N/A



Current Good Practice	Monitoring and Strategies to maintain and improve good practice	Timescale	What success looks like	Achieved 2022-2023	Achieved 2023-2024	Achieved 2024-2025
All our 1) whole Academy events, lunchtime and breakfast club/after school education club (ASEC) activities and 2) Academy visits and trips are accessible to all our children. Risk assessments are carried out to ensure that all our children including children with physical disabilities can access activities and visits/trips.	Ensure venues and means of transport are vetted for suitability. Ensure staff and adults on visits and trips are fully briefed with regards to the needs of any children with physical needs. Parents/Carers meetings. Ensure whole Academy events can be adapted to include all children. Discuss activities with staff who run out of school clubs, and people running other clubs after school. Ensures activities are trips/activities can be accessed by all children/adapted to meet the needs of our children with physical needs.	For all trips and visits. Before the trip/visit starts. Before the trip/visit starts. Annual review of accessibility. At least annual review of the activities at lunchtime, breakfast club and ASEC. Annual review of accessibility.	All our children are safe on trips and visits. All our children are able to take part at lunchtime, breakfast club and ASEC and on trips and visits and take part in a range of activities. Children with physical needs feel able to participate equally in lunchtime, breakfast club and ASEC and out of school activities.			
Specific interventions tailored to individual children or groups of children such as: FUNFIT sessions in every year groups aimed at developing fine and/or gross motor skills. Adaptation of activities in F2 and Year One during continuous provision.	Identify and regularly review progress of our children who may be struggling with fine and/or gross motor weaknesses. Create interventions that show progression of skills through our Academy and that can be used to develop/monitor children's stamina when writing.	At the start of Autumn Term and then termly. Half termly/termly reviews.	Children's stamina when writing improves and they make at least good progress from their starting point.			
Our PE curriculum is adapted to ensure PE is accessible to all our children.	Regular review of our PE curriculum to ensure all our children with SEND are able to access lessons. Review of our PE curriculum to include disability sports.	Annually and when new children with SEND join our Academy.	All pupils have access to PE and are able to excel, for example via support from an adult.			



Aim: Improve and maintain access to the physical environment

Current Good Practice	Monitoring and Strategies to maintain and improve good practice	Timescale	What success looks like	Achieved 2022-2023	Achieved 2023-2024	Achieved 2024-2025
Our building and grounds are accessible to disabled children and adults. Our Academy environment is adapted to the needs of our children as required. This includes: Access throughout our Academy is at ground level so no ramps or elevators are required. Corridor width, throughout our Academy, suitable for wheelchair access. A disabled parking bay in the front car park nearest to the front entrance of our Academy. Two disabled toilets clearly labelled and appropriately equipped – one in the Key Stage One/Foundation area and the other just off the hall area. Library shelves and interactive whiteboards etc within all classes at child-accessible and wheelchair-accessible height.	Ensure all staff are aware of access issues ('access' meaning 'access to' and 'access from') and access plans are created as required for individual disabled children. Ensure all staff and visitors can access areas of our Academy used for meetings. **Short-term** – Repaint the disabled parking sign so it is visible and clear. **Medium and long-term** – Sign monitored/ repainted as needed throughout our Academy year. Each year review needs of our children and resources/stock as required to meet children's toileting needs within our Academy. Regularly checked for accessibility. Yearly reminder to parents/carers through newsletter to let us know if they have problems with access to areas of our Academy Ensure PEEP (Personal Emergency Evacuation Plan) prepared/reviewed if a child or adult is/becomes physically/visually/hearing impaired. Communication in print using symbols around Academy to help children's understanding and visual recognition. Regular Health and Safety checks of our building and outside areas.	Ongoing and as required. Ongoing. July 2023. Ongoing and as required. Ongoing. Annually. September of each year and as required throughout the year. Ongoing. Ongoing.	SEND access plans are in place for our children with disabilities, and all staff are aware of these children's needs. All groups are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. All children and adults have full access to all necessary areas of our Academy. PEEPs are prepared and reviewed as child's/adult's needs change.			



Current Good Practice	Monitoring and Strategies to maintain and improve good practice	Timescale	What success looks like	Achieved 2022-2023	Achieved 2023-2024	Achieved 2024-2025
Visually and hearing-impaired children and adults are able to move around our Academy safely. All labels and signage are easily readily and clear with suitable signs and symbols on them so that they can be easily understood by children and adults. All displayed at an appropriate height. Yellow lines added to any areas that are not the same height (playground) and are regularly re-painted to ensure visibility. Classes are well-lit at all times when the building is occupied.	Check exterior lighting is working on a regular basis. Lesson observations, visits from Support Service for Visual / Hearing Impaired and monitoring of planning. **Short-term** – Repaint the yellow lines on uneven areas in our playground. **Medium and long-term** - Painted yellow edges monitored and repainted as needed throughout our Academy year.	Annually, and as new children and adults join our Academy throughout the year. Ongoing July 2023 September 2023-September 2025	Visually and hearing- impaired children and adults feel safe in our Academy building and grounds. Accidents for those with and without a visual and hearing impairment are monitored and actioned as required.	N/A	N/A	N/A
All adults and children with a disability are able to be safely evacuated. All classes have level access from the ground to and from the classroom. All classes have fire escape routes that can be accessed by wheelchair users. All areas have LED and emergency fire lighting.	Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities, procedures and exit routes). All relevant children to have PEEPs as required. Ensure enough fire exits around our Academy suitable for children and people with a disability. Observation of Fire Practice. Observation of Lockdown Practice. Regular review and scrutiny of evacuation plan.	Ongoing. Created on joining our Academy and reviewed at the start of the academic year/as required. Regular Health and Safety walks of our Academy's building and premises. Termly. Annually. Termly.	Every child and adult is promptly and safely evacuated during our termly Fire Practice. Every child and adult know what to do and is safe during our annual Lockdown Practice. 1) access is completely flat and 2) wheelchair accessible from each entrance/exit door in and out of our Academy and classrooms and out onto the field from each classroom.			



Aim: Improve the delivery of information to pupils with a disability

Current Good Practice	Monitoring and Strategies to maintain and improve good practice	Timescale	What success looks like	Achieved 2022-2023	Achieved 2023-2024	Achieved 2024-2025
Our Academy uses a range of communication methods to make sure information is accessible. This includes: - Internal signage - Large print resources - Dyslexia-friendly texts, coloured paper/workbooks and rulers as required. - Pictorial or symbolic representations - iPads as required to enable personalised learning and ensure access to the curriculum for our children with SEND. - ICT and communication support devices such as speech to text, apps, to support the understanding of tasks. All emails from our Joint Inclusion Managers details their contact information and they provide support for form-filling of various types as required. Class Dojo is available for parents/carers to message directly our Joint Inclusion Managers - all stories posted and messages can be translated. It is used for the sharing of SEND information and events in our Academy to our parents/carers and wider community and is the main method of sharing information and invitations to review meetings. Monthly parents'/carers' support group re-introduced in 21-22 for our parents/carers of our pupils with SEND.	All our children with a disability have access to computing equipment/programs to support their learning especially any of our children with speech, visual or hearing requirements. **Short-term** - Assess need for laptops/chrome books to provide personalised learning. Purchase for specific children with SEND and monitor impact. **Medium/long term** – Purchase/introduce use of laptops/chrome books to provide personalised learning for all our children with SEND if impact is beneficial to their progress and learning. Review Meetings with parents/carers of our children with SEND provides feedback on technology. **Short-term** - To improve the use of Twitter for sharing SEND information/events in school to our parents and wider community. All information sent home accessible to all. Translate letters and information into different languages if requested. Share dates through Twitter, Class Dojo and text. Use to explore how best to support our parents/carers.	Ongoing. By July 2023. Review July 2024 and July 2025. Ongoing. July 2023 and ongoing monitoring. Ongoing. . Ongoing.	All our children including those with SEND have full access to our curriculum. Our children with SEND make at least good progress either in line with their peers or from their starting point and the use of this equipment supports and aids their progress/learning. Twitter is a useful platform for parents to gather information of events and support. All our parents/carers have a better chance to engage fully with school life and understand what is happening Our parents/carers feel supported and access a network of other parents.			