



# Accessibility plan

2021-2024

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<b>Reviewed by:</b>	<b>Date:</b>
Katy Lutz/Steve Carter	April 2022
<b>Approved by:</b>	<b>Date:</b>
Wendy Walters	April 2022
<b>Cycle of Review:</b>	3 yearly
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### 1. Aims

Academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Chatham Grammar is an inclusive establishment which aims to set challenging targets for all students, and to deploy resources and interventions to enable our young people to reach their full potential. We are committed to providing an environment for all stakeholders that is free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

The plan will be made available online on the school website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

### 2. Legislation and guidance

This document 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum and extra-curricular opportunities for our disabled students.</p>	<ul style="list-style-type: none"> <li>The curriculum is reviewed to ensure it meets the needs of all students</li> <li>We use resources tailored to the needs of students who require support to access the curriculum.</li> <li>Curriculum progress is tracked for all students, including those with a disability</li> <li>Targets are set effectively and are appropriate for students with additional needs</li> <li>Extra-curricular opportunities are on offer, providing inclusive opportunities for all.</li> </ul>	<p>Options at KS4 and KS5 to allow academic and vocational courses.</p> <p>Ensure that the academy timetable considers which rooms are allocated to classes, taking into account the individual needs of students where appropriate.</p> <p>To ensure Medical/school based plans are implemented and reviewed for all students who have SEND, medical and physical conditions which have the potential to impact on their learning.</p>	<p>Consultation with stakeholders to support in developing the vision to ensure all pathways are inclusive and allowing students to succeed.</p> <p>Review specific groups of students to ensure curriculum model allows students to progress towards their targets and objectives</p> <p>Review extra-curricular offer and consider expanding opportunities, whilst ensuring sessions are accessible to all.</p> <p>Review medical and school-based plan formats, as well as individualised plans for key students. Both the student and their families will be part of this process.</p>	<p>Subject Leaders, SLT (SSH/MCA) and SENDCo</p> <p>Subject Leaders, SLT (SSH/MCA) and SENDCo</p> <p>Subject Leaders, SLT (SSH/MCA) and SENDCo</p> <p>SENDCo, Site Manager (where appropriate) and School Nurse</p>	<p>Feb 2023</p> <p>At each tracking point</p> <p>September 2022</p> <p>On-going. New Medical Plans being implemented. Sept 2022</p>	<p>Curriculum designed for 2022/23 to allow flexibility of moving students when required.</p> <p>Students from all targeted groups will be making appropriate progress.</p> <p>Review in preparation for the new academic year and implement any new opportunities.</p> <p>All students will have a new, up to date Medical and/or School based plans appropriate to their individual needs.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The new building to be opened in 2021 complies with requirements to meet the needs of all learners, and stakeholders including:</p> <p>Elevators, corridor width, disabled toilets and changing facilities and disabled parking bays.</p> <p>Disabled refuge alarm system for students.</p>	<p>All buildings to allow accessibility for a range of needs to be routinely tested.</p> <p>Students requiring alternative access routes and use of refuge points to receive induction of processes involved.</p>	<p>Regular audit of accessibility points for students.</p> <p>Routine service of elevators, stairlifts etc.</p>	<p>Site Manager</p>	<p>Ongoing</p>	<p>Accessibility for all with contingency plans in place.</p> <p>Register held of students with a signed record of induction taking place</p>
<p>Improve the delivery of information to students with a disability</p>	<p>Chatham Grammar uses a range of communication methods to ensure information is accessible.</p> <p>This includes considerations and adjustments made for individual through:</p> <ul style="list-style-type: none"> <li>• Pictorial or symbolic representations</li> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Sound reinforced rooms for HI students</li> </ul>	<p>Assistant Principal Inclusions to review the effectiveness of communication strategies across the Academy.</p> <p>Ensure students accessibility needs are met</p>	<p>Communication audit to take place for staff and students.</p> <p>Weaker areas to be addressed – via increased awareness for staff of where this is required etc. - increased accessibility of specific information regarding communication need.</p>	<p>Assistant Principal inclusions/SENDCo</p>	<p>May 2021 To be reviewed at least bi-annually</p>	<p>Communication audit completed</p> <p>Students requiring specific support identified and strategies and resources outlined and in place.</p>

## Access Audit

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
External information	More signage within the school grounds	Add signage	Site Manager	Ongoing
Building Entrances	All entrances and exits to have wheelchair access	Improvements to building entrances and exits to ensure all are wheelchair accessible.	Site Manager	Ongoing
Lighting	Complete in the new building, old building, English and most of Maths. Due for competition 2022/23	Add to the existing project for electrical works	Site Manager	Ongoing
Lifts	Service level agreement in place for maintenance and to cover access for the wheelchair	Have suitable access for wheelchairs and have a call button	Site Manager	Ongoing
Disabled toilets	Improvements to signage to all disabled toilets.	Doors to have clear opening with no obstruction from radiators etc. Fixtures and fittings are accessible without reach. Call button, alarm fully functional.	Site Manager	Ongoing
Access	Access to main reception have suitable bells, lights that are accessible without reach.	Add in the new building. On-going reflection on accessibility to H15,16 and 17.	Site Manager	Ongoing
Well-being facilities	Kitchen facilities to ensure accessible without reach.	Adequate spaced provided in front of units.	Site team	Ongoing
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times.	Maintain and ensure access.	Site	Ongoing
Corridor access	Corridors to allow ample room for wheelchairs and standing frames (allocated parking bays?)	Ensure student equipment does not block the corridor	Site/Principal	Ongoing
Toilets	Toilets have disabled access and alarms	Ensure service quarterly	Site/Principal	Ongoing
Emergency escape routes	Fire evacuation plan in place	Weekly testing of system and maintenance	Site	Ongoing

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary, by the Senior Leadership Team.

All updates and reviews will be approved by the Trustees. Update due April 2022

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy