

---

# CHADWELL HEATH ACADEMY



---

## ACCESSIBILITY ACTION PLAN

Approved by Governors Autumn 2018

## **Purpose**

1. Chadwell Heath Academy is committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability. Chadwell Heath Academy supports the principles and aims of the Equality and Human Rights Commission, Code of Practice.
2. This Plan aims to maintain and improve access at the Academy, by committing us to a programme of actions, evaluation and review which will improve access to the curriculum for students with special needs and disabilities. This Plan operates alongside the Academy's SEND policy and is consistent with it in terms of principles and approaches to resourcing.

## **Aims**

1. Under the Equality Act 2010, schools are required to have an accessibility plan. This Accessibility Plan is guided by the principles and procedures in the Academy Single Equality Scheme and has the following aims:
  - a. To maintain and improve the environment to increase the extent to which disabled students can participate in the curriculum by ensuring that, as far as possible, disabled students can take part in the day to day life of our Academy, take better advantage of education, benefits, facilities and services provided;
  - b. To maintain and improve the availability of accessible information to disabled students;
  - c. To ensure that Academy staff understand disability issues as part of their understanding of and training in equality issues.
2. All Academy staff have responsibility for implementing this plan and thereby contributing to equal opportunities and access for disabled students.
3. 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.
  - a. 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'.
  - b. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Objective	Practice	Person(s) responsible	Time scale	Success criteria
<p>maintain and improve access to the curriculum for pupils with a disability</p>	<p>The Curriculum is subject to on-going review to ensure it meets the needs of all students.</p> <p>Learning resources are differentiated and specialist equipment provided dependent upon budget.</p> <p>Where necessary a differentiated curriculum and tailored resources are offered for students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability. Restorative action is taken where required.</p> <p>Targets are set that are appropriate for students irrespective of additional needs where appropriate.</p> <p>Where budgets allow and in line with EHC plans, Inclusion staff are used to support pupils with accessibility issues during lessons and at break and lunchtimes.</p> <p>Staff training is organised in response to specific needs and risk assessments.</p>	<p>SLT SENCO HOY HODs</p>	<p>Annually/as needed</p>	<p>Access for disabled pupils to all curriculum areas</p> <p>Assessment and examination success in line with the academic potential of each pupil</p> <p>Social and Emotional development</p> <p>Destinations</p>
<p>maintain and improve access to the physical environment</p>	<p>The buildings are specifically designed or modified to meet the needs of all students</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Evac chairs</li> <li>• Corridor width</li> </ul>	<p>SLT SENCO HOY HODs</p>	<p>Annually/as needed</p>	<p>Access for all disabled pupils to as many areas of the school as possible.</p> <p>Where access is physically impossible because of the nature of the disability and the characteristics of an area of the school, efforts will be</p>

	<ul style="list-style-type: none"> <li>• Disabled toilets and</li> <li>• changing facilities</li> </ul>			made to move the curriculum area to an accessible place where possible and dependent upon school budget.
maintain and improve the delivery of information to pupils with a disability	Where necessary we will use a range of communication methods to ensure that disability is not a barrier to participation and development	SLT SENCO HOY HODs	Annually/as needed	<p>Assessment and examination success in line with the academic potential of each pupil</p> <p>Social and Emotional development</p> <p>Destinations</p>