



Chilmington Green School

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Part of United Learning

Accessibility Plan

Review Timetable

The Policy will be reviewed every three years, as set out below:	
Policy reviewed centrally	n/a
Policy tailored by individual schools	January 2024
Policy ratified by Local Governing Bodies	January 2024
Renewal Date	February 2027
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Chilmington Green School Accessibility Policy and Plan – 2023

This plan should be read in conjunction with the Equality Act Information and Objectives Statement and Policy, the Disability Statement and the SEN Policy. All reasonable steps will be taken to avoid putting disabled pupils at a substantial disadvantage to others in matters relating to admission and school life. The school aims to promote equality in all aspects of school life and with regard to all matters embraced by this policy will comply with relevant legislation relating to equal opportunities.

1. Introduction

The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001

(SENDA), placed a duty on all schools to plan to increase over time the accessibility of schools for disabled pupils and to implement those plans. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, were reviewed and upgraded in 2005. Chilmington Green School aims to meet all these statutory requirements.

Chilmington Green School believes in providing a welcoming, comfortable, accessible environment that is safe and easy to use for students, staff, parents/carers and relatives and any other visitors to the school. The school believes that the accessibility of the school building is a key issue, especially for people with a disability. In this respect, the school understands that the entrances and exits need to balance welcome and ease of access with the need to control access and ensure safety and adequate levels of security.

2. Definition of Disability

Disability is defined in the Disability Discrimination Act 1995 (DDA):

‘A person has a disability 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 carry out normal day to day activities.’

In the Equality Act 2010, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

3. Objective

To reduce and eliminate barriers to access to the curriculum and to enable full participation in the school community for disabled students.

The school is committed to the implementation of a policy to achieve equality of opportunity for all its students, ensuring that they are given a chance to attain their full potential through equal access to all school facilities.

4. Principles

- Compliance with the DDA is consistent with the school's Aims, Equality Policy and SEN Policy.
- The school recognises its duty:
 - not to discriminate against disabled students in their admissions and provision of education and associated services;
 - not to treat disabled students less favourably;
 - to take reasonable steps to avoid putting disabled students at a substantial disadvantage;
 - to publish an Accessibility Plan – see Appendix 1.
- the school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles and endorses the key principles which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to students' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of students.

5. Plan

The Principal is responsible for monitoring, reviewing and (if necessary) revising the

Accessibility Plan and Strategy. The plan will be reviewed at the end of each school year or earlier if required.

a) Physical Environment

This school adheres fully to the provisions of the Fire Safety Regulatory Reform Order 2005, the Road Traffic Act 1991, and the Equality Act 2010, which places a duty upon owners of premises to provide adequate access for disabled people.

The school is especially committed to providing safe access for students who use wheelchairs, who are infirm or unsteady on their feet, or who suffer from sight, hearing or other sensory impairments.

The school recognises that the Equality Act 2010 requires employers to make “reasonable adjustments” for disabled people, such as providing extra help or making changes to the way they provide their service. The school also understands that employers have to take reasonable steps to remove, alter or provide reasonable means of avoiding physical features or attitudinal barriers that make it impossible or difficult for people with a disability to use a service or to be employed in a workplace.

To comply with these aspects of law, and to provide full access as stated above, this school has measures in place that identify barriers to access. It regularly reviews its systems and processes for the way that its services are provided

Key Processes in Place

- Annual United Learning Health and Safety audit of the school premises to ensure that all issues relating to access and egress from the building are considered, any problems are identified and reasonable improvements are made.
- The formulation of an access plan which is reviewed annually and agreed by the Principal – see Appendix 1- *at the time of producing this policy review the contractors are finishing their build project and have provided a written plan only, we will update this with a diagram as soon as possible.*
- Prioritisation of disability access issues in the school maintenance system.
- Access to specialist advice from United Learning.
- Regular review of all access and egress points to the building.
- Provision of disabled parking bays close to the school.
- The fitting of suitable grab rails and handrails.
- The fitting of electrically opening doors or of door opening systems.
- Alterations to existing doors to make them easy for wheelchair users to open.
- The provision of intercom security systems where necessary.
- The widening of doorways to ensure wheelchair access.
- The removal of door steps or barriers.
- The removal of fittings or furniture that block wheelchair access.
- A review of floor surfaces and coverings to make them slip and trip free.
- A review of signage to ensure that students and visitors know where they are and how to get to their destination.
- The provision of flat safe paths leading from the car park.

All works or extensions should consider disabled access as part of the building design and incorporate a “level floor “policy, avoiding the use of ramps and slopes wherever possible by ensuring that the individual floors are kept to one level.

All works or access alterations must include a full fire risk assessment to consider the impact of changes on fire exits.

b) Provision of Advice and Information

The school makes itself aware of local services, including those provided through the Local Authority and Specialist Support Services, for providing information in alternative formats when required or requested and will endeavour to ensure that such information will be made available in pupils’ and parents’ preferred formats within a reasonable time frame. External agencies can also provide advice and guidance as to best practice for meeting the needs of some students, for example those with hearing or visual impairments.

c) Learning Environment:

The display on the touch screen electronic whiteboards in all classrooms can be amended to provide larger print or different background colours to assist those with visual impairments or with dyslexia.

Worksheets can be printed with enlarged print or on coloured paper to suit the needs of particular students.

Training

All staff have health and safety and child protection training as part of their induction. They also receive an annual update regarding the Equality Act 2010, guidance on recognising hazards and protocol for reporting promptly to the health and safety coordinator for the school.

Response to Barriers

Once any barriers to full access are identified, a table such as that below will be populated and any required action to remove those barriers will be implemented speedily wherever possible.

Action	Success Criteria	Lead Person	Timescale	Review

The school will review this plan on an annual basis and will monitor and evaluate:

- The effectiveness of action taken in the previous year
- Relevant targets for the next school year
- Responses to any further legislative changes
- The needs of any new students with disabilities

This Policy

A copy of this policy is available to view on the school staff shared drive. A hard copy is displayed on the school health and safety awareness board.

Linked Policies

- Chilmington Green School SEN policy
- Chilmington Green School Equality Policy
- Chilmington Green School Anti-Discrimination Policy
- United Learning Health and Safety Policy 2016/17

Appendix 1