



Chiltern Way Academy

Turning Futures Around

ACCESSIBILITY POLICY & PLAN

Responsibility for this policy (job title): Facilities Manager

Responsibility for its review: CEO

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Introduction

The policy applies in the following context: The Academy will do what is practicable and reasonable given the age and nature of many of the Academy buildings.

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The Special Educational Needs and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education.

This has placed three key duties on Schools / Academies, which are:

- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- plan to increase access for disabled students

This duty requires Schools / Academies to produce an accessibility plan that identifies the action they intend to take over a three year period to increase access for those with a disability in three key areas. This plan should be published and evaluated periodically. The three areas include:

- Increasing the extent to which disabled students can participate in the **Academy curriculum**.
- Improving the **environment** of the Academy to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students **of information which is provided in writing** for students who are not disabled.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to full participation in the Academy community for students and prospective students with a disability.
- To provide a caring and friendly environment.
- To provide resources to cater for the needs of the individual students.
- To promote an understanding of disabilities throughout the Academy and an awareness of the needs of students with a disability.

Principles

Increasing the extent to which disabled students can participate in the curriculum.

We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents / carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Academies.

Our Academy will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of Academy life, and that all barriers to learning are removed.

Improving the physical environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services.

The Academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Improving the delivery to disabled students of information that is provided in writing for students who are not disabled.

We are committed to improving the delivery of written information to students, staff, parents / carers and visitors. Examples might include hand-outs, timetables, textbooks and information about an Academy's events. Such information will be made available in various preferred formats within a reasonable timeframe.

Improving the understanding of the whole Academy community

We are committed to ensuring that the student voice is active in our Academy community including in relation to the development and implementation of the Academy's Accessibility Plan.

There will be on-going awareness raising and training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes including in the wider Academy community.

ACCESSIBILITY PLAN

CHILTERN WAY ACADEMY

1. This Accessibility Plan has been developed and drawn up in consultation with students, parents / carers, staff and Trustees of the school and covers the period from April 2020 – March 2023.
2. We are committed to providing a fully accessible environment which values and includes all students, staff, parents /carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Chiltern Way Academy plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; (if a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these students in accessing the curriculum.
 - Increase access to the curriculum for students with different backgrounds, genders, cultures, faiths, and ethnic origins.
 - Improve the delivery of **written information** to students, staff, parents / carers and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and trustees in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management
 - School Improvement Plan
 - Asset Management Plan
 - School Brochure and Mission Statement

- Teaching and Learning File
8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
 9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.
 10. The School Brochure will make reference to this Accessibility Plan.
 11. The School's complaints procedure covers the Accessibility Plan.
 12. The Plan will be monitored through the Curriculum and the Finance Committees of the Trustees.
 13. The Plan will be monitored by Ofsted as part of their inspection cycle.

CHILTERN WAY ACADEMY School Accessibility Plan 2020-2023

Improving Chiltern Way Academy

We aim to audit, improve and/or implement the following:

Access Report Ref.	Item	Activity	Timescale
1	Windows at both Campuses	Anti-glare film to be applied where deemed necessary	On-going
2	Staircases at Prestwood Campuses	Check all handrails	On-going
3	Classrooms and corridors	Selection of neutral colours complimentary to ASD adaptations	On-going
4	Classrooms	Respond to the impact of HS2 construction works by ensuring the provision of sound walls, secondary glazing and additional ventilation.	On-going
5	Reception area at Wokingham campus	Install a new access ramp, wider door, disabled height reception desk and disabled toilet	On-going
6	Dining room area at Wokingham Campus	Create new disabled access into this room from the reception area	Start date approximately February 2021
7	Dining room area at Wokingham Campus	Create a level pathway from the primary area to the dining room area	Start date approximately February 2021
8	DT/ Temporary Dining area at Wokingham Campus	Create a rear ramp area to allow access into this classroom for food deliveries and future access for machinery and disabled pupils	Start date approximately December 2020

9	Front entrance at Prestwood Campus	Purchase lightweight ramp to allow for easy access into the reception area and meeting room	Complete September 2020
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Chiltern Way Academy School Accessibility Plan 2020-2023

Improving the Curriculum Access at Chiltern Way Academy

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Achievement</u>
<p>Training for teachers on differentiating the curriculum</p> <p>Cultural awareness to allow everyone access to the Curriculum</p>	<p>Undertake an audit of staff training requirements.</p> <p>Review the specific needs for students living with a disability, in terms of basic daily living skills, relationships and future aspirations.</p>	<p>All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p> <p>Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.</p>	<p>Increase in access to the Curriculum</p>
<p>Training and learning opportunities for all staff to develop their understanding of the different special needs that our students are diagnosed with.</p>	<p>Developing the depth of understanding of the SEN of the students will in turn develop a greater understanding of how the needs may display and how these may be better supported to provide better outcomes for the students</p>	<p>Staff professional understanding of the wide range of needs of the students means they are better equipped to adjust teaching and supports for the individual students based on their presentation at that time.</p> <p>Staff will be able to support the students to understand their own needs and therefore be better able to manage themselves when they become dysregulated</p>	<p>Increase confidence in the staff team to deal with a range of needs.</p> <p>Decrease the dysregulation of students both in terms of volume and intensity</p>

Neuro diverse students understand their SEN and how this impacts or makes their experience of society/ the world different from that of neurotypical members of society	Provide a planned curriculum that explores the key SEN diagnoses that we see within our campuses.	Students have a better understanding of themselves and each other and as a result this will reduce conflict and increase empathy between students and different students groups. In turn fostering greater collaboration and mentoring between the different year groups on each site.	Increase students self-awareness and independence to understand themselves and their rights and the rights of others
Classrooms are optimally organised to promote the participation and independence of all students	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual students	Increase in access to the National Curriculum

TARGET	STRATEGY	OUTCOME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through various suppliers for converting written information into alternative formats. This includes utilising to greater effect online, and virtual forms of communication better suited to modern parents.	The school will be able to provide written information in different formats when required for individual purposes	Delivery of information to disabled students improved
Make available school brochures, school newsletters and other information for parents /	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Delivery of school information to parents / carers and the local community improved

carers in alternative formats			
Achieve National Autistic Society accreditation advanced status (Prestwood Campus)	Develop quality of provision across all sites to ensure that all stakeholders on the spectrum have access to a range of supports to ensure their needs are met.	Appropriate environment, training and policies in place to educate ASD students.	Recognised outstanding ASD School. Parental preference. Develop the quality of education received by all stakeholders who are on the spectrum
To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, and ethnic origins.	Have an awareness of cultural, ethnic, faith and gender differences. Ensure we are following statutory guidelines as regards access and inclusion.	We will create an inclusive environment with providers that complies with all current and future legislative requirements.	Increased access for students and parents / carers with different backgrounds, genders, cultures, faiths, and ethnic origins.