



Chiltern Way Academy

Turning Futures Around

ACCESSIBILITY POLICY & PLAN

Responsibility for this policy (job title): Facilities Manager

Responsibility for its review: Principal

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Next Review Date: Summer 2020

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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 pupils can participate in the curriculum.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents 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 pupils 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 pupils of information that is provided in writing for pupils who are not disabled.

We are committed to improving the delivery of written information to pupils, staff, parents 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 pupils, parents, staff and governors of the school and covers the period from April 2017 – March 2020.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents 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 pupils, 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 pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (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 pupils in accessing the curriculum.
 - Increase access to the curriculum for pupils with different backgrounds, genders, cultures, faiths, and ethnic origins.
 - Improve the delivery of **written information** to pupils, staff, parents 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 governors 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 Governors.
 13. The Plan will be monitored by Ofsted as part of their inspection cycle.

CHILTERN WAY ACADEMY School Accessibility Plan 2017-20

Improving the Physical Access at 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	Wheelchair access	Provide designated disabled spaces at Wendover	2020
4	Entry/Exit to/from school	Acquire portable ramps which can be used when required in an emergency	2018
5	Lighting - Prestwood	Provide adequate lighting in all areas of school, including Philips sensitive lighting for ASD students	2017

Chiltern Way Academy School Accessibility Plan 2017-2020

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 pupils 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>All out-of-school activities are planned to ensure the participation of the whole range of pupils</p>	<p>Review all out-of-school provision to ensure compliance with legislation</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p>	<p>Increase in access to all school activities for all disabled pupils</p>
<p>Classrooms are optimally organised to promote the participation and independence of all pupils</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils</p>	<p>Increase in access to the National Curriculum</p>
<p>Training for Awareness</p> <p>Raising of Disability Issues</p>	<p>Provide training for governors, staff, pupils and parents</p> <p>Discuss perception of issues with</p>	<p>Whole school community aware of issues relating to Access</p>	<p>Society will benefit by a more inclusive school and social environment</p>

	staff to determine the current status of school		
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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.	The school will be able to provide written information in different formats when required for individual purposes	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	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 and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	School is more effective in meeting the needs of pupils.

Achieve National Autistic Society accreditation	See Head of Prestwood's – working with NAS. 4 parts, achieved part 1 to date. Assessor attendance imminent.	Appropriate environment, training and policies in place to educate ASD students.	Recognised ASD School. Parental preference.
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 with different backgrounds, genders, cultures, faiths, and ethnic origins.