



Chester International School

Accessibility Plan Policy

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| Policy name: | Accessibility Plan Policy |
| Version: | Final |
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| Date: | 16/10/2019 |
| Date approved by Governing body: | 01/11/2019 |
| Review period: | Annually |

| Name | Signature | Date |
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| Katrina Brown <i>Principal</i> |  | 01/11/2019 |
| Neil Jones <i>Chair of Governors</i> |  | 01/11/2019 |

Aims

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

At Chester International School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognizing everyone's uniqueness and success. We recognize learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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

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

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff, visitors and governors of the school.

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 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.

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.

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

Action plan

Chester International School is 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 school.

The school recognizes and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Chester International School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and

information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Chester International School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website, and monitored by the local governing body. The Accessibility Plan will be resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

In addition, the school maintains an internal record of risk assessments. These are freely available upon request.

| Objectives | Actions | Responsibility | Resources and deadlines |
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| The school is aware of the needs of vulnerable groups | <ul style="list-style-type: none"> • Ensure list of children in vulnerable groups is updated termly and shared with key members of staff. • To produce access plans for individual children who have Individual Healthcare Plans for any medical needs. | VB FM | Ongoing and reviewed annually |
| Improvements in access to the curriculum | <ul style="list-style-type: none"> • Review access arrangements for parents, governors. Review of equipment, resources, hardware and software. • Review of curriculum outcomes/course requirements in light of new curriculum. • Individual learning pathways identified where appropriate. | KB AL | Ongoing and reviewed annually |

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| Ensure access to the teaching facilities for everyone | <ul style="list-style-type: none"> • Ensure wheelchair access with ramp to main door. The school is all on one level. | KB PH | Ongoing |
| Improve signage and external access for visually impaired | <ul style="list-style-type: none"> • Ensure and maintain external lighting is working effectively. • Ensure external lighting is coming on at appropriate times. • Yellow strips mark edging of external stairs and corners of raised walkways. | PH | On-going: repainting as required but at least bi - annually |
| Ensure all vulnerable pupils can be safely evacuated | <ul style="list-style-type: none"> • Emergency Evacuation plan in place – fire routes are suitable for all pupils. • All staff are aware of children who may have difficulty and therefore require support when evacuating the building. • PEEP plans in place for children with specific physical difficulties and where deemed necessary to specific children. • Evacuation drill occurs termly and timings reported to local governing body. | AL KB All staff | On-going: reviewed as part of individual care plan process |
| Develop staff practice in differentiating the curriculum | <ul style="list-style-type: none"> • Audit needs • Staff have access to CPD i.e. dyslexia friendly schools, Speech and Language Support, ASD support | KB | On-going |
| All school trips & visits need to be accessible for all | <ul style="list-style-type: none"> • Trips policy to be followed • New venues are appropriately vetted • Parents will be asked to support if additional support is required | KB | On-going Will be reviewed on an individual basis depending upon the venue, activities involved and staffing capacity |
| Curriculum to include disability issues | <ul style="list-style-type: none"> • Review curriculum and identify gaps • Curriculum developed to plug gaps | KB All staff | On-going reviewed as part of curriculum audits Pastoral Team who |

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| | <ul style="list-style-type: none"> • Check in circles to incorporate disability as part of the planned themes | | plan circle time themes |
| Classrooms are organised to allow access and use by disabled pupils | <ul style="list-style-type: none"> • Plan classrooms in accordance to pupil need • Organise resources within classroom to reflect pupil need • Use of visual timetables, emotional thermometers and other strategies • Homework information available as information sheets in alternative formats when requested • Use of large print for VI pupils • Minimise 'traffic' areas around children with specific needs • Ensure furniture meets the needs of the child e.g. height of chairs / tables • Ensure resources meet the needs of the child e.g. pencil grips, scissors • Ensure if children require it, then they have easier access to toilets | KB PH All staff | On-going will be incorporated in Individual Learning Profiles. Strategies identified as a result of work with other professionals |
| Risk assessments are undertaken for children with medical and /or physical disabilities | Risk assessments are undertaken for the areas that the children with medical and/or physical difficulties with questions posed such as: What are the main difficulties and how might the child be affected by them? What safety measures / improvements can be made to reduce risks to an acceptable level? What steps will be taken in an emergency? | VB FM | Ongoing after initial risk assessment is carried out. |
| There is appropriate ICT for pupils with disabilities | <ul style="list-style-type: none"> • Prioritise purchasing • Key covers in yellow on selected computers for VI pupils | AL | On-going reviewed on an individual basis |

School Map

Second



- A) Stairs
- B) Lift
- 17) Ovation
- 18) Huddle
- 19) Inquiry
- 20) Ingenuity
- 21) Discovery Lab
- 22) Exploration Hub
- 23) Roof Terrace

First



- A) Stairs
- B) Lift
- 9) Gemba
- 10) Kaizen
- 11) Co-working space
- 12) Investigation
- 13) Lambo
- 14) Makerspace
- 15) Creative Suite
- 16) Atelier

Ground



- A) Stairs
- B) Lift
- 1) Entrance
- 2) Co-working space
- 3) Boardroom 1
- 4) Boardroom 2
- 5) RoR
- 6) Invention
- 7) Canteen
- 8) The Learning Trust