



## **Chilton Academy**

### **Accessibility Policy 21-22**

As a Rights Respecting School, the principles of the UNCRC underpin all of our policies and this Accessibility Policy reflects our commitment in particular to Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support.

At Chilton Academy we believe that:

- All children have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.
- Inclusion is the process of taking necessary steps to ensure that every child is given equality of opportunity to develop socially, to learn and to enjoy community life.

We are committed to providing an environment that enables full curriculum access; and 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 steps with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This plan sets out proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act: participation in the curriculum, physical access to facilities and services and availability of information.

Chilton Academy's Accessibility Policy and plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment to enable disabled pupils to take advantage of education and school facilities and services.
- Improving the availability of accessible information to disabled pupils.
- Ensuring disabled children or families are not at substantial disadvantage

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act includes the requirement for schools and Local Authorities to carry out accessibility planning for disabled pupils and we believe that this accessibility policy is compliant with current legislation.

## **Vision and values**

Chilton Academy has high ambition for its disabled pupils and expects them to participate and achieve in every aspect of school life.

We aim to provide a safe and friendly school community where our children are encouraged to become curious, courageous and resilient learners.

We nurture our children, building an inclusive community based on respect, ambition and achievement

We inspire our children to discover, develop and celebrate their unique talents and abilities. 'We believe that Chilton Academy is a school where every child C.A.N'

We challenge and support our children to be resilient and to overcome obstacles, equipping them with the attitudes and skills that will enable them to achieve their personal best and prepare them for the future developing world.

Through both ambition and determination our children learn to achieve by respecting the beliefs, religions and cultures of others, celebrating diversity and supporting each other to be the best that we can be.

The school will

- Set suitable learning challenges
- Respond to pupil's diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed or impairment.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Definition of Disability:**

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

This definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. It also includes people

with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus and medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, those who have recovered from cancer, and people with a history of mental illness) they are covered by the legislation for the rest of their life.

**Main priorities:**

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Ensure that teachers and LSA's have necessary training to teach and support disabled pupils
- Ensure the classrooms are optimally organised for disabled pupils
- Ensure all lessons provide opportunities for all pupils to achieve
- Check that all lessons are responsive to pupil diversity
- Provide lessons that involve work to be done by individuals, pairs, groups and the whole class
- Ensure that all pupils are encouraged to take part in music, drama and physical activities
- Check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. lip reading for a deaf child, physical exercise for some disabled children
- Ensure that all children can access computer technology
- Check that school visits are open to all
- Provide high expectations of all pupils
- Seek to remove all barriers to learning and participation

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and the associated services:

- Check the layout of areas allow access for all pupils
- Ensure that wheelchairs can access the whole building
- Check that pathways around the school are logical and well signed
- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory
- Provide décor and signage suitable for all children and not confusing or disorientating to those with visual impairment, autism or epilepsy
- Check that all areas are well lit
- Check to reduce background noise for hearing impaired children
- Ensure furniture is selected and located to suit all children
- Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:
  - Provide information in simple language, symbols, large print, audio tape or Braille for pupils who have difficulty with standard forms of print
  - Ensure information is presented in user-friendly ways to disabled pupils when working in groups
  - Provide written information in different formats as required

- Ensure staff are familiar with technology and practices to support disabled pupils

We recognise that this accessibility plan must be adequately resourced, implemented and reviewed every 3 years (minimum).

Date of Policy: 12.11.2021

Review Date: 12.11.2024

Signed: Vicky Cornwell

Adopted by Governing Body 18.11.21