



Belonging

Responsibility

Excellence

Chace Community School Accessibility Plan

Section 1: Vision statement

Chace Community School is a fully inclusive, mixed community secondary school committed to ensuring that all students enjoy and achieve during their time at Chace so that they are:

- **successful** – well equipped for further study, university, apprenticeships and ultimately the world of work
- **happy and fulfilled** – forming positive relationships, enjoying new experiences, resilient and enjoying life
- **fit and healthy**

Our school vision and values give us a clear sense of direction to provide young people with an education of excellence that will change their lives and inspire them to be the leaders of tomorrow. Our successful, learning community fosters belonging, responsibility and excellence promoting diversity in people, and resilience in our own learning.

Belonging – We invite everyone to bring their ‘whole self’ to school. Diversity in people and perspectives is welcome here.

Responsibility – we do the right thing, make good choices and take full ownership of our actions and education.

Excellence – Our high expectations and resilience mean we never limit our potential.

We are committed to working together to improve learning and teaching, to raise standards and raise achievement to enable all our students to be successful learners now and in future.

Section 2: Aims and objectives

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.

Chace Community 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.

We have an inclusive ethos at Chace community school which aims to ensure that all students have a sense of belonging and that their educational needs are met.

Section 3: 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 Education 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 disabled pupils face in comparison with non-disabled pupils. This can include, for example the provision of an auxiliary aid or adjustments to premises.

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.

Section 4: Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives/ Actions to be taken	Person Responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers differentiated lessons for all pupils.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Support staff are deployed to where they are most needed, ensuring that they are used to best effect by teachers and that they have positive impact on learning</p> <p>Providing planned and appropriate support for the specific needs of students making full use of outside support agencies and providing school counselling and mentoring for identified students.</p> <p>Whole staff awareness of difficulties, Care Plans in place</p>	<p>In order to further improve differentiation in the classroom so that the needs of all students are fully met, we will:</p> <ul style="list-style-type: none"> • Continue to develop whole school training to promote differentiation. • Focus on differentiation and Quality First Teaching for lesson observations and learning walks. • Review curriculum including the PE curriculum to ensure that it is accessible. • Ensure that staff receive relevant training from outside agencies to enable them to support specific pupils needs • Ensure TAs continue to be allocated effectively • Ensure that TAs are trained and aware of strategies to support students and are aware of MITA principles. • Embed the Teaching Assistant/Teacher partnership model to facilitate closer working relationships leading to improved outcomes for students. • Enable students to access a broad and balanced curriculum and experience success • Continue to work in partnership with outside agencies and the local offer to get the updated advice to meet individual student's needs. • Use of the Chace Inclusive Learning Group to ensure teams work effectively to meet individual needs • Continue to work with Occupational Therapy, Joseph Clarke School for the visually impaired and Teacher of the Deaf, Haringey implementing recommended strategies and adjustments. • Provide staff training on specific disabilities as required • Ensure modified/enlarged papers are arranged for exams as appropriate. 	<p>AHT (Inclusion)</p>	<p>Ongoing</p>	<p>Students with access needs make equivalent progress to whole cohort</p> <p>All pupils can fully participate in all curriculum subject areas.</p> <p>Improved behaviour for learning</p> <p>Improved attendance and punctuality to school.</p>

<p>Improve and maintain access to the physical environment</p>	<p>Chace Community School is a large secondary school. The building has been extended 3 times since it was originally built. The environment is adapted to the needs of pupils and staff as far as possible, give the restraints of the school building.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets • Gender neutral toilets <p>The physical features of our school building place a student with physical disabilities at a disadvantage in comparison to other students we will do everything that we reasonably can to mitigate the effects of the feature and provide the student with access.</p> <p>We make every effort to make reasonable adjustments to meet the need of every student. This might include adjusting the time on their timetable to allow for movement around the school using our lifts.</p> <p>Our Year 6 into Year 7 transition and casual admissions practice ensures that we will plan in advance how to best meet the needs of a student who is joining us with a physical disability. This reduces the number of</p>	<p>The school will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, where possible taking into account the layout of our building.</p> <ul style="list-style-type: none"> • Ensure meeting rooms are available on the ground floor • Continue to work to minimise the effects of temporary physical difficulties on access to the school by using spaces and staff available with parent/medical consultation • Relevant staff and students meet to create plan pre student returning and all agree the plan with Occupational Therapy to ensure an appropriately paced return after any significant procedure • To continue to meet with the parents of year 6 students to discuss their child's needs and how Chace Community School make reasonable adjustments • To continue to increase the extent to which disabled students can participate in the school curriculum. To continue to improve the physical environment of the school in order to enable disabled students to participate in education and also enable disabled staff to have reasonable access to premises and facilities that they need for their contracted duties. • Continued monitoring and updating if and when necessary 	<p>Site and SBM</p>	<p>Ongoing</p>	<p>Disabled students have access to the school premises and can participate in the school curriculum without discrimination</p> <p>Disabled staff have access to the school premises which will enable them to carry out their contracted duties.</p> <p>Disabled visitors have access to the premises to meet their requirements.</p> <p>No access issues raised or complaints received</p> <p>Attendance and access to site of injured students is not affected</p> <p>Our admissions criteria is applied consistently</p> <p>Students are reviewed on a case by case basis.</p>
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	<p>adjustments that need to be made on an 'ad hoc' basis in response to an individual disabled student and supports an environment where provision for disabled students is seen as equal, and not different from, that of other students.</p> <p>In the case of a student who has temporary physical access difficulties due to an injury we also work to minimise the effects of this on access to the school and curriculum</p>				
<p>Improve the delivery of written information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources (where needed) • Class seating plans and Contextual Information Folders • Student profiles • Google Classroom • Email • School Website • Parent messages • Bulletins <p>Where needed students also have access to adaptive equipment including reading pens to support their access to written communication.</p>	<ul style="list-style-type: none"> • To improve signage around school including visual clues. • Ensure that all school communications use plain English. • We will continue to seed support from outside agencies to provide information in, symbols, large print or Braille for students, prospective students or parents who have difficulty with standard forms of printed information, as required. • All students able to engage independently with written materials appropriate to their needs with the use of assistive technology where needed. • Continued engagement with outside agencies, ie Joseph Clarke School for the Visually Impaired 	<p>AHT (Inclusion)</p>	<p>Ongoing</p>	<p>Greater independence from students to access curriculum appropriate to their needs</p>

Section 5: Access Audit

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of storeys	Ground, first and second floor	None		
Corridor access	All accessible and wide enough	None		
Lifts	2 lifts – 1 to access ground and first floor, the second to access ground and second floor	Regular maintenance from external company undertaken	Site	Contract in place. Regular maintenance every 3 months
Parking bays	Available in the front main car park	None		
Entrances	All entrances and exits into to the building are easily accessible	None		
Ramps	All entrances and exits requiring ramps are now in situ	None		
Toilets	There are disabled toilets on all floors	None		
Reception area	Spacious and easily accessible from the main car park	None		
Internal signage	Exits and emergency exits clearly marked. Disable toilets clearly marked	None		
Emergency escape routes	Every room has a map of the nearest exit route. All students with disabilities or injuries will have an agreed plan in place and will be advised as to the steps we put in place in case of an emergency/fire	None		

To be read in conjunction with our SEN and Equality policies.