




Chester International School

Accessibility Plan

Policy name:	Accessibility Plan
Version:	Final
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Date:	23/09/2024
Review period:	Annually

Name	Signature	Date
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Statement of intent

This plan outlines how Chester International School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Principal and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The principal will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the principal and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the principal in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Accessibility plan

Target	Action	Objective	Responsibility
Increase physical access	- Conduct an accessibility audit of school buildings and grounds	- Identify barriers for students with physical disabilities	Principal; Site manager
	- Install ramps, lifts, and automatic doors	- Ensure students with mobility issues can move independently and safely around the school	Principal; Site manager
	- Designate accessible parking spaces	- Ensure ease of access for disabled staff, students, and visitors	Principal; Site manager
Improve visual accessibility	- Ensure adequate lighting in classrooms, hallways, and external areas	- Support students with visual impairments by providing a well-lit learning environment	Principal; Site manager
	- Use large-print materials, Braille, and assistive technology	- Ensure students with visual impairments can access all learning resources	Principal; SENCO; Teachers
Enhance auditory accessibility	- Install induction loops in key areas (e.g., reception, assembly halls) as needed	- Support students with hearing impairments in accessing school communications and activities	Principal; Site manager; SENCO; Teachers
	- Provide sign language interpreters or teaching assistants as needed	- Ensure effective communication and support for hearing-impaired students during lessons and events	Principal; SENCO; Teachers
Inclusive curriculum	- Regularly review the curriculum to ensure it is accessible to all	- Ensure that all students, regardless of ability, can engage with and succeed in learning	Vice principal; SENCO; Teachers
	- Differentiate learning materials and assessment methods	- Provide personalized learning strategies for students with disabilities	Vice principal; SENCO; Teachers
	- Provide access to assistive technology (e.g., laptops, screen readers)	- Empower students with learning difficulties to participate fully in the curriculum	ICT; SENCO; Teachers

Accessible extracurricular activities	- Ensure after-school clubs and sports are inclusive	- Encourage participation from all students, including those with disabilities	Pastoral team; SENCO; Teachers
	- Adapt physical activities and provide alternative options when needed	- Promote physical and social inclusion across extracurricular programs	Pastoral team; SENCO; Teachers
Improve information accessibility	- Make all communications (letters, websites, reports) accessible	- Ensure all school communications are available in formats suitable for those with disabilities	Staff
	- Provide staff training on creating accessible digital resources	- Ensure digital and written communication is accessible to all	ICT; Technology lead; Pastoral; SENCO
Support mental health and wellbeing	- Provide quiet, safe spaces for students needing breaks	- Support students with sensory or emotional needs to manage their wellbeing	Pastoral; SENCO
	- Train staff on mental health first aid and emotional support	- Ensure staff can respond effectively to the needs of students with mental health difficulties	Pastoral team; SENCO
Raise staff awareness and skills	- Deliver regular training on disability awareness and inclusive practices	- Ensure all staff are equipped to meet the diverse needs of students with disabilities	Pastoral team; SENCO
	- Review policies and procedures to ensure inclusivity	- Create a culture of inclusion where every student feels supported	Policy lead; Trust; SENCO
Regular review of accessibility plan	- Set up an annual review process involving key stakeholders	- Ensure the accessibility plan remains relevant, effective, and compliant with legislative changes	Principal; Policy lead; Trust
Personalized learning for SEN students	- Develop individualized education plans (IEPs) or provision maps	- Tailor educational experiences to meet the unique needs of SEN students	Principal; SENCO
	- Use multi-sensory teaching methods	- Support students with dyslexia, ADHD, autism, and other SEN conditions in absorbing learning	SENCO; Pastoral; Teachers

Effective use of SEN resources	- Provide access to specialist SEN staff, such as SENCOs, teaching assistants	- Ensure SEN students receive targeted support and interventions to meet their specific needs	Principal
	- Ensure access to speech and language therapists, occupational therapists, and educational psychologists	- Support students with developmental and learning challenges	SENCO; Pastoral
Enhanced parental and student involvement	- Engage parents and carers in the development and review of IEPs	- Ensure collaborative planning between school and home for SEN students' progress	SENCO; Admissions
	- Involve students in setting their own learning goals and accommodations	- Empower SEN students to take ownership of their learning and advocate for their needs	Academic mentors; Teachers
Effective transition support	- Offer personalized transition plans between key stages and into post-16 education	- Ensure SEN students experience smooth transitions and are well-prepared for the next stage of education or work	SENCO; Curriculum coordinators; Admissions
	- Work with external agencies to support SEN students' transitions	- Enable continuity of support for SEN students across different stages of their education	SENCO; Admissions
Promote inclusive classroom environments	- Provide differentiated instruction, task adjustments, and flexible grouping	- Foster an environment where SEN students can thrive academically and socially alongside their peers	Vice principal; Teachers
Regular monitoring and assessment for SEN	- Conduct regular progress reviews and adapt learning strategies	- Ensure that SEN students' needs are continually reassessed and met as they evolve	Vice principal; SENCO; Assessment lead; Teachers
Specialist technology and assistive tools	- Provide access to voice-to-text software, adaptive keyboards, and other assistive technologies	- Remove barriers to learning for students with SEN through appropriate technological support	ICT; Technology lead; SENCO
Improved access for breastfeeding mothers	- Provide a private, safe, comfortable, clean space with access to cleaning facilities.	- Remove barriers to work/learning environment for breastfeeding mothers.	Principal, Site Team

Inclusive learning environment for people of faith	-Provide access to a safe, comfortable and clean space with access to cleaning facilities.	-Remove barriers to work/learning environment for all people.	Principal, Site Team
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Monitoring and review

This plan will be reviewed on an annual basis by the governing board and principal. Any changes to this plan will be communicated to all staff members and relevant stakeholders.