

**Chessington School**  
**ACCESSIBILITY PLAN 2022- 2025**

Outline

Chessington School is committed to ensuring equality of opportunity, including provision for disabled students. The Disability Discrimination Act describes a disability as “a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities”. This accessibility plan sets out our agreed commitments in providing a school that is accessible to all students, staff and visitors. It’s primary focus being to provide

- Access for SEND students regarding the physical environment.
- Access for disabled students regarding the curriculum, including written information.
- Challenging any discrimination related to disability.

It has been established through consultation with key stakeholders; including employers, students, governors and our Local Education Authority

Guiding Principles

Chessington School will monitor accessibility, provision and student voice as part of the annual review of this 3-year accessibility plan

Chessington School will monitor progress and wellbeing of all SEND students each term through the Special Educational Needs Register and the Medical Needs Register.

Chessington School is committed to developing access to the curriculum for all SEND students, led by Director of Inclusion.

Chessington School will monitor safety and accessibility for all students, staff and visitors to ensure that our school meets changing needs and provides a safe and accessible environment for all students, including those with visual impairment and autism.

The SEND F7 area serves as a learning resource for students who need additional support to address SEND needs; All students including any who might be immobile for a short period of time due to injury are able to access lessons by using the designated lifts. This ensures that injury doesn't impact academic progress. The school is purpose built to allow access for all including wheelchair users.

Chessington School ensures that all students have full accessibility to the curriculum by working in partnership with outside external agencies, such as Sensory Support for Children with Visual and Hearing Impairments team. The SENCO will ensure that teachers have clear information regarding reading and comprehension skills where this could be a barrier to learning. SENCO in liaison with the Assistant head responsible for teaching and learning will monitor the reading by using a variety of assessments including the Accelerated Reading age tests.

Chessington School is committed to developing provision within CPDW and school assemblies to challenge discrimination in regards to disability and to promote positive images of disabled individuals.

Chessington School will monitor any incidents of bullying in regards to disability and use Restorative Approaches as a means of addressing this discrimination. Chessington School is committed to developing staff training to meet the changing needs of our student cohort, including the use of reading pens, working with external agencies for support with Visual impairments, Hearing impairments, Speech & Language difficulties and other specific needs.

Attached are three Action Plans, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.

# Chessington School - Accessibility

## A – ENSURING ACCESS TO THE CURRICULUM

Target	Action	Resources	Timeframe	Outcomes
<p>A1: Develop range of learning resources that are accessible for SEND students.</p>	<p>SENCO to lead faculty developments through SEN Plans, Teacher Around Child Meetings and wave 2 provision map</p> <p>Access Arrangements are provided for all who qualify at KS3 &amp; KS4</p>	<p>Middle leaders planning time</p> <p>Audio books for VI</p> <p>Referral to SENCO Assessment resources</p>	<p>On going</p> <p>On-going: ensure clear evidence of normal exam conditions over time for access applications</p>	<p>Students with disabilities have increased access to curriculum materials.</p> <p>Adaptations are made for all learners to allow access to the curriculum</p> <p>Students have access arrangements according to need</p>
<p>A2: Teachers develop their knowledge of different teaching and learning styles.</p> <p>SEND in a Nutshell universal offer for the 4 areas of SEND</p> <p>Launch the 2 year Trust wide quality first teaching programme.</p>	<p>a) SENCO to attend all faculty meetings on rotation basis to promote strategies of developing range of learning styles</p> <p>b) Ensure that the curriculum is suitably tailored to individual needs through Team Around Child meetings,</p> <p>c) Using staff INSET and Team Around Child meetings to develop teacher's skills in regards to access in mainstream classrooms.</p>	<p>Differentiation resources to promote good practice</p>	<p>SENCO attending faculty meetings to advice on-going</p>	<p>Teachers use SEN PLANs and Inclusion Faculty resources to develop understanding of learning needs and meet these needs through adapted resources.</p>

<p>A3: To ensure all texts are accessible to all students who are expected to learn from them</p>	<p>SENCO to lead on SEND Assessments and to work with HOF's on analysing "reading age" of each text. RA and Spelling ages of all students to be accessible to all teaching staff</p>	<p>Development of SEN Plans to ensure literacy and comprehension skills are clear to all teachers where this might be a barrier to learning.</p>	<p>Whole staff training On-going monitoring</p>	<p>Ensuring students have equal access to curriculum</p>
<p>A4: Disability equality issues are developed into CPDW curriculum and school assemblies</p>	<p>Review of CPDW programme to address and challenge student thinking on disability</p>	<p>Adapting CPDW to allow access for all</p>	<p>Use of CPDW lessons &amp; assemblies, a range of learning opportunities and extra-curricular events including sports day.</p>	<p>Students have greater understanding of disability issues and opportunities to foster friendship with students who have PD</p>
<p>A5: Give equal opportunity for students with disabilities to take part in on /off site educational and social experiences.</p> <p>A6: Discrimination is challenged throughout the school in regards to disability</p>	<p>Monitor arrangements for school trips, fieldwork and residential visits, to ensure there is access for students with disabilities. This includes both venues and transport.</p> <p>Monitor the Destinations for colleges where KS4/5 students study to ensure other educational sites provide good accessibility and support.</p> <p>Use of Restorative approaches to challenge prejudice, monitoring bullying in regards to</p>	<p>SENCO to have regular meetings with Head teacher</p> <p>Risk Assessment to take into account the needs of any SEND students</p>	<p>Summer term meeting between SENCO, Director of inclusion and Site team</p> <p>On going</p>	<p>SEND students have access to a full range of off- site activities provided by the school.</p> <p>The school leads in breaking any barriers between disabled and non-disabled students. It</p>

	disability and to foster positive relationships through Peer Support Programme			celebrates diversity and provides a range of learning opportunities.
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## B - IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Action	Resources	Timeframe	Outcomes
<p>The school is purpose built to ensure access for all with a central lift that allows for access to all areas.</p> <p>Ensure fire procedures take account of the needs of students with disabilities</p> <p>Ensure students with Personal Evacuation Plans (PEEP) are evacuated swiftly</p>	<p>a) Monitor the needs of the identified students through SEN / Medical needs register</p> <p>c) Use of appropriate equipment, including Evac-chair as appropriate to needs</p> <p>d) Ensure that procedures take into account easy access for wheelchair users</p> <p>e) Students identified and PEEPS put in place for students who require extra support during fire procedures</p> <p>f) Regular review of PEEP and drills to ensure students and staff are efficient in the procedure</p>	Relevant evacuation equipment	Achieved with site manager	Identified students are safe and have a clearly recognised set of procedures to meet their needs in case of fire.
Review external lighting coverage	Continue to monitor provision of lighting for		On going	Appropriate lighting is provided to all walkways

	external areas in particular walkways from external buildings and to car park areas.			and car park areas contributing to making the school site a safer and more secure environment.
Monitor walk and pathways to ensure free access to all areas of the school site.	Monitor access ways for “wheelchair users ensure they meet H&S requirements are met		Rolling programme of maintenance	All parts of the school have appropriate access” via properly maintained paved walkways and the provision of paving to those areas where it is needed.
To ensure development plans regarding school facilities are looked at with a view to enabling all students access	Director of Inclusion to ensure accessibility is a key feature of development plans.		On going	Equality of access for all students, parents and members of the community in further redevelopments.

## C - IMPROVING ACCESS TO INFORMATION

C1: Ensure information remains accessible to all parents	To liaise with EAL Co-ordinator re the need for school information to be translated into home language To have clear induction procedures for EAL students and their families Provide enlargement of information for V1 students. Use technology to enhance access.	Use of provision map, medical needs register, EAL register, SIMS and minutes from Inclusion meetings  Further external agencies to support according to need; eg sensory impairment advice team.	Ongoing monitoring: clear procedures completed	All students and their families have equal access to information.
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If you need this document in large print or alternative format please contact [rgonyora@chessington.kingston.sch.uk](mailto:rgonyora@chessington.kingston.sch.uk)