



Accessibility Plan

Partner school

John Taylor Multi Academy Trust



1. 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 students can participate in the curriculum;
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled students.

Chase Terrace Academy aims to treat all of its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Chase Terrace Academy (CTA) is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The plan will be made available online on the school website, and paper copies are available upon request. 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, the complaints procedure sets out the process for raising these concerns.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> - CTA offers a curriculum that meets the needs of all students and promotes equality through positive role modelling - Highly skilled TAs provide appropriate support to enable students with needs to access learning and make progress. - We use resources tailored to the needs of students who require support to access the curriculum. This includes assistive technology. - Curriculum resources include examples of people with disabilities - Curriculum progress is tracked for all students, including those with a disability - Targets are set effectively and are appropriate for students with additional needs - Teachers receive appropriate training on the use of any specialist equipment 	<p>Continue to review the curriculum to ensure it meets needs of students</p> <p>Audit resources. Gather feedback from users.</p> <p>Regular reviews and audits</p> <p>Regular reviews and audits</p> <p>Review targets at EHCP annual reviews and regularly through the year</p> <p>Training arranged and attended by staff as required.</p>	<p>SENDCo/AHT for Teaching and Learning/HoS</p> <p>SENDCo and Assistant SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>SENDCo/DHT</p> <p>SENDCo Assistant SENDCo</p> <p>SENDCo/Assistance SENDCo</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Students with a disability make equal progress to their nondisabled peers</p> <p>Feedback from all stakeholders is positive and demonstrates that access is equal</p>

	<p>i.e. radio aids and cable splitters for the hearing impaired, etc</p> <ul style="list-style-type: none"> - Risk assessments are carried out, shared and followed 	Reviewed annually	Designated First Aider		
Improve and maintain access to the physical environment	<p>The environment is adapted to meet the needs of students as required. This includes:</p> <ul style="list-style-type: none"> - Automatic doors to all blocks - Elevators - Corridor width - Disabled parking bays - Disabled toilets and changing facilities - Library shelves at wheelchair accessible height - Classroom resources accessible to all - School mini bus accessible to those with physical disabilities - Anticipatory meetings take place with professionals such as occupational therapists and the hearing or visually impaired advisory teachers to ensure the environment meets all stakeholders' needs 	<p>Meet with professionals, parents and students with a disability to ensure the environment meets the individual needs of students.</p> <p>i.e. high visibility warnings at the top and bottom of stairs for students with visual impairment or wheel chair accessibility</p> <p>Regular servicing of the elevators</p> <p>Corridors, facilities, and classrooms are kept free of obstruction</p>	SENDCo/BM	Prior to a student starting at CTA and reviewed as part of annual property landlord visit	All stakeholders will have safe and equal access to the school or physical environment to which they have access
Improve the delivery of information to all stakeholders with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> - Highly skilled TAs provide appropriate support to enable students with needs to 	<p>Regular review of school website</p> <p>Gather student, staff and parent feedback</p>	SENDCo	On-going	All stakeholders will have equal access to information and communication

	<p>access learning and make progress.</p> <ul style="list-style-type: none"> - Internal signage - Large print resources - Radio aids and cable splitters for hearing impaired - Pictorial or symbolic representations - Use of assistive technology 				
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4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

Reviewed by Governing Body: October 2024

Adopted: October 2024

Next Review: October 2027