



The Chalfonts Community College

Accessibility Plan

2025-2028

Approved by:	SLA	Date: 28th January 2025
Last reviewed on:	January 2025	
Next review due by:	January 2028	

Contents

1. Aims	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7

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 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

Our 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. One of our key values is Community, and we work with students on living and embedding this value, celebrating all members of our school and local community, and ensuring that every member of our community can fully access and enjoy the provision on offer in our school.

This accessibility 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.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. Our SEND Policy and our Behaviour For Learning Policy explain how we do this for our students.

This policy complies with our funding agreement and articles of association.

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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	PERSON RESPONSIBLE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> - Training for staff on supporting students with a specific need - Training staff on effective use of LSAs in the classroom - Students are assessed for access arrangements and reasonable adjustments are planned for: laptops, scribes, rest breaks, modified papers, readers / reader programme, extra time, small room. - Training for staff on developing differentiated resources - Communication with staff about the specific needs of a student, including sharing detailed IEPs - Adapting resources to ensure accessibility. For example, large print resources, downloading worksheets into a device. - Progress tracking and review of targets - Limiting movement of students to different groups to ensure deployment of LSAs is accurate and effective - Regular review of curriculum 	<ul style="list-style-type: none"> - Support professional development of staff in teaching strategies and providing support and resources - Build relationships between teachers and staff supporting students - To provide quality first teaching as first response to barriers to learning 	SENCO Vice Principal Heads of Department	Barriers to learning will be reduced or removed Staff feel confident in their teaching and support of students

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	PERSON RESPONSIBLE	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required and has benefited from investment to the school's Physical Disability ARP, which means we are well suited to meet the needs of physically disabled visitors and students. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Lifts ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height ● Adjustable tables for students in wheelchairs ● A physiotherapy room for visiting practitioners to use if required 	Site maintenance that ensures paths etc are kept clear and safe, that lifts are in a good state of repair, hazards and signage noted and maintained for visually impaired visitors and students.	Site manager	Site is well maintained and accessible for visitors, staff and students with physical disabilities

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils, staff and visitors with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Braille ● Induction loops ● Pictorial or symbolic representations <p>We are aware that not all parents are confident with literacy. Where parents have shared this we offer to call and read out letters, meet to go through policies etc.</p>	<p>Audit the library to ensure access to bi-lingual texts for students to share with parents</p> <p>Research the main parental languages, and consider how we can further support translation, e.g. through the school website and translation software.</p> <p>GRT liaison officer to consider how we can further support parents with low literacy levels</p>	<p>Kirsty Vinten</p> <p>Victoria Gibb</p> <p>Maria Byrne</p>	<p>Students are able to access texts in their home language</p> <p>Parents who speak another language are able to fully engage with materials on the school website and communications with the school</p> <p>Parents who are not confident with literacy are able to fully engage with materials on the school website and communications with the school</p>

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Principal and SLT.

It will be approved by the Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

History

Date	Issue	Status	Comments
January 2025	1	New	