

## Nicholas Chamberlaine School Accessibility plan 2018-19

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled students. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act. The approach of the school to meet the provisions of the Equality Act 2010 is set out fully in the Single Equality Policy. The definition of disability under the law is a wide one. A disabled person, as defined under the Equality Act 2010, is someone who has a physical or mental impairment that has a substantial and long term negative effect to do normal daily activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

Nicholas Chamberlaine is committed to providing a fully accessible school environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This covers teaching and learning and the wider curriculum of the school such as participation in extra-curricular clubs, enrichment, cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

### Aims of Nicholas Chamberlaine School Accessibility Plan

The school plans, over time to increase the accessibility of provision for all students, staff and visitors to the school. Our new school build begins in March 2018 and on completion will improve accessibility in our main school building.

Currently our main priorities in improving accessibility will be in the following areas:

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of educational opportunities

Increasing the extent to which disabled students can participate in every aspect of the school curriculum

Improving the communication to disabled students, staff, parents and visitors of information that is provided for students and adults

Action	Impact	Next Steps	Accountability
<b>Priority 1</b>			
The school has increased the focus on the school environment, in particular displays	School environment is becoming more stimulating	Extend to all school buildings	HT
School has good disability access to all main school buildings	Safe and secure environment for all	Maintain this during school build work	HT
Increase the use of Google classroom to improve access to learning both inside	Students access to learning resources expanding. Students with disabilities/ongoing	Extend to parents/home learning opportunities in the holidays	HT

and outside of school	medical conditions have improved communication to staff and continuity of additional learning support		
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Action	Impact	Next Steps	Accountability
<b>Priority 2</b>			
The curriculum is enriched and interactive and fit for purpose	All students have access to a diverse and deep curriculum. A commitment to the Arts inspires learners to build their creative skills.	Curriculum developments continue with reformed GCSE/A Level specifications being launched  Focus on reducing gap between key groups of students	HT
CPD programme in place using Give and Get framework, with particular focus on Attachment and student well being	Increase in use of emotional coaching scripts and restorative conversations	Continue to build on current CPD	HT

Action	Impact	Next Steps	Accountability
<b>Priority 3</b>			
Communication with all members of community is detailed and planned through homework diaries, newsletters, text service, MyEd meetings and open days	Use of text service and Mobile App have improved communication	Review and revise  Increased focus on 1:1 transition meetings where appropriate	HT
Increase use of email to communicate with students and parents	Swifter response to parental concerns	Gather parental voice at parents evenings	HT