



Chigwell School

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Staff Champion	JKR
Last reviewed by Governors	Jan 2024
Next review date by Governors	Jan 2026

Chigwell School Disability Accessibility Plan

This policy applies to Chigwell School and the trading subsidiary, Chigwell Mitre Enterprises (CME)

Where reference is made to the School, this applies to both Chigwell School and CME.

Introduction

All schools are required to prepare and further a three-year written accessibility plan. Schedule 10 to the Equality Act 2010 sets out the accessibility arrangements responsible bodies in schools must implement for disabled pupils. At Chigwell School, this responsible body is the governing body as the school proprietor, acting via its Risk and Compliance Committee.

General Statement of Policy

Chigwell School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil and parent can participate in the life of the School.

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or neuro diverse condition which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

HOW THE PLAN IS CONSTRUCTED

The School has a Health & Safety Executive Committee which consists, inter alia, of the Health & Safety Governor, the Health, Safety and Risk Compliance Manager, the Bursar, the Director of Operations, the Head of Wellbeing, The Sports and Wellness Centre Manager, the Human Resources Manager, and the Head of the Pre Prep and Prep Schools and which reports to the Risk and Compliance Committee of the Governing Body. The committee's terms of reference include:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's accessibility plan

4. to review such plans and policies as necessary and at least on an annual basis.

The Committee has been central to the drawing up of the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils, as expressed by their parents, are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

HOW THE PLAN IS REVIEWED AND MONITORED

There is a formal review of the implementation of the plan at the March meeting of the full governing board. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted timeframes where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy and Learning Support and Disability Policies.

Three Year Accessibility Plan – January 2024 to December 2027

Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	<ol style="list-style-type: none"> 1. Ensure lack of obstruction to movement 2. Review forthcoming maintenance programmes to incorporate accessibility provision. By way of example, when carpet is replaced, ensure new carpet is low pile, high density, to aid wheelchair movement 3. Ensure that, when new furniture is selected, consideration is given to colour schemes, evacuation routes, acoustics 	<ol style="list-style-type: none"> 1. Keep all corridors clear from obstruction 2. Consider ongoing maintenance from the perspective of improved physical accessibility 3. Ensure housekeeper considers all new furniture in light of this plan 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. Ongoing 	<ol style="list-style-type: none"> 1. All 2. Director of Operations 3. Housekeeper 	<ol style="list-style-type: none"> 1. Ongoing 2. Integrated into rolling maintenance programme 3. Ongoing
Medium Term	<ol style="list-style-type: none"> 1. Audit of physical disability accessibility throughout the School 2. Ensure new buildings are designed to ensure physical disability accessibility 	<ol style="list-style-type: none"> 1. Up-to-date survey to identify areas of restricted accessibility around the School 2. Liaise with designers 	<ol style="list-style-type: none"> 1. September 2025 2. September 2025 	<ol style="list-style-type: none"> 1. Health & Safety/ Risk Compliance Manager 2. Bursar 	<ol style="list-style-type: none"> 1. Report to Governors' Health & Safety committee 2. Report to Finance & Property Committee of governors
Long Term	<ol style="list-style-type: none"> 1. Access to the PrepSchool 2. Improve wheelchair access to the New Hall 3. Consider accessible toilets in all School buildings (note: the School is not required to alter the fabric of its buildings) 4. Consider the use of and installations of portable hearing loops 	<ol style="list-style-type: none"> 1. Provision of permanent wheelchair ramp at front of building 2. Provision of wheelchair ramp 3. Identified buildings include the Science and Sports Hall blocks 4. Conduct a survey to identify needs. Obtain estimates and conduct feasibility survey 	<ol style="list-style-type: none"> 1. January 2025 2. January 2025 3. September 2026 September 2026 	<ol style="list-style-type: none"> 1. Dir of Operations 2. Dir of Operations 3. Dir of Operations 4. Director of Operations 	<ol style="list-style-type: none"> 1. Quotes to be sought 2. Quotes to be sought 3. Quotation to be presented to Governors for consideration 4. Quotation to be obtained and presented

Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	<ol style="list-style-type: none"> 1. Differentiation in teaching 2. Curriculum audit 3. Ensure access to wider school activities 	<ol style="list-style-type: none"> 1. Member of SLT to monitor quality of differentiation and provision for SEN and neurodivergent pupils 2. Consider developing curriculum audits to ensure they do not inadvertently discriminate against pupils with a disability, neurodiversity or SEN. 3. Embed consideration of inclusion of all pupils in risk assessment of out-of-school activities. Ensure all providers comply with Equality legislation 	<ol style="list-style-type: none"> 1. Ongoing 2. Sep 2025 3. Ongoing 	<ol style="list-style-type: none"> 1. DH (Academic) 2. DoS 3. All teaching staff 	<ol style="list-style-type: none"> 1. Report to Education Committee 2. Report to SLT 3. Ongoing
Medium Term	<ol style="list-style-type: none"> 1. Staff training 	<ol style="list-style-type: none"> 1. Consider specific training for teachers on how to support pupils with a particular learning disability 	<ol style="list-style-type: none"> 1. Sep 2025 	<ol style="list-style-type: none"> 1. Head of Learning Support 	<ol style="list-style-type: none"> 1. Report to Risk & Compliance
Long Term	<ol style="list-style-type: none"> 1. Classroom layout 	<ol style="list-style-type: none"> 1. Undertake a third party review of classroom layout, including furniture and equipment, to promote participation and independence of all pupils in all classrooms 	<ol style="list-style-type: none"> 1. Sep 2026 	<ol style="list-style-type: none"> 1. Director of Operations 	<ol style="list-style-type: none"> 1. Quotes to be sought

Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	1. Availability of written materials in alternative formats when specifically requested	1. Consider how information such as handouts, timetables, and information about school events can be disseminated in alternative formats such as large print, audio using ICT, or providing the information orally.	1. Sep 2024	1. DH (S&S)	1. Ongoing. Report to H & S Committee
Medium Term	1. Staff Training	1. Train teachers to present information to groups in a way which is user friendly for disabled pupils - e.g., by reading aloud video or whiteboard projections and describing diagrams.	1. Sep 2025	1. DH (S&S)	1. Report to Risk & Compliance
Long Term	1.	1.	1.	1.	1.