



Chigwell School

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Staff Champion	JKR/PDH/NAS
Last reviewed by Governors	April 2026
Next review date by Governors	April 2028
Committee	Risk, Wellbeing and Compliance

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, Wellbeing and Compliance Committee.

General Statement of Policy

Chigwell School ('the School') strives to be a fully inclusive and welcoming school that responds effectively to pupils and adults with disabilities and therefore aims to ensure that **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 considered disabled if they have a physical or mental impairment that 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 recognises that there is often overlap between disability and special educational needs and/or disabilities (SEND). The School therefore ensures that appropriate provision and support are in place for both disabled pupils and pupils with SEND.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such

conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND

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.

Aims of the Plan

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils and pupils with SEND can participate in the School's curriculum,
- improve the School's physical environment to increase 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 and pupils with SEND of information which is readily accessible to pupils who are not disabled.
- promote inclusive practice, early intervention, and effective staff training.

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 Head, 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. This Committee reports to the Risk, Wellbeing and Compliance Committee of the Governing Body. The Committee's terms of reference include:

- to review annually the School's policies, procedures and facilities and their impact on pupils and prospective pupils who are disabled
- to make recommendations with a view to improving the accessibility of its education to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- to prepare the School's Accessibility Plan
- to review such plans and policies as necessary and at least on an annual basis.

The School ensures that considerations relating to SEND inform its approach to accessibility planning. The Special Educational Needs and Disabilities Coordinator (SENDCo), together with relevant pastoral and academic staff, contributes to the development and review of the School's Accessibility Plan and associated policies. Where appropriate, SEND expertise is sought to advise the Health & Safety Executive Committee and to support the implementation of reasonable adjustments for pupils and prospective pupils.

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 Curriculum access
- Examinations
- 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 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 reasonable adjustments to the curriculum or premises are fed into the plan before the arrival of the new pupils.

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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 time-frames 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, Health and Safety Policy, Learning Support Policy and Equal Opportunities Policy.

For and on behalf of the Governors

D.A.P. King

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. Particular attention was paid in the refurbishment of KS2 building to the need for storage outside the classroom. As the school has grown, the need for sports bag rack space has increased and this was added in 2025 outside the sports centre. 2. Consider ongoing maintenance from the perspective of improved physical accessibility 3. Ensure housekeeper considers all new furniture in light of this plan. More flexible and moveable furniture was provided as part of Library and Science Block refurbishment. 	<ol style="list-style-type: none"> 1. Ongoing? 2. Immediate 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 – SWC is major new investment. 	<ol style="list-style-type: none"> 1. September 2025 give a range of dates 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 Prep School 2. Improve wheelchair access to the New Hall 	<ol style="list-style-type: none"> 1. Provision of permanent wheelchair ramp at front of building was completed in summer 2025. 	<ol style="list-style-type: none"> 1. January 2025 2. January 2025 	<ol style="list-style-type: none"> 1. Director of Operations 	<ol style="list-style-type: none"> 1. Quotes to be sought 2. Quotes to be sought

	<p>3. Consider accessible toilets in all School buildings (note: the School is not required to alter the fabric of its buildings)</p> <p>4. Consider the use of and installations of portable hearing loops</p>	<p>2. Provision of wheelchair ramps also considered more widely, new reception ramp for example. Also, new lift in Science Block completed during Easter 2026.</p> <p>3. Identified buildings include the Science and Sports Hall blocks</p> <p>4. Conduct a survey to identify needs. Obtain estimates and conduct feasibility survey – this is outstanding as of April 2026</p>	<p>3. September 2026</p> <p>September 2026</p>	<p>2. Director of Operations</p> <p>3. Director of Operations</p> <p>4. Director of Operations</p>	<p>3. Quotation to be presented to Governors for consideration</p> <p>4. Quotation to be obtained and presented</p>
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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 4. Staff training 5. Responding to increased needs in exam access 	<ol style="list-style-type: none"> 1. Member of SLT and SENDCO to monitor quality of differentiation and provision for SEND pupils 2. Consider developing curriculum audits to ensure they do not inadvertently discriminate against pupils with a SEND. 3. Embed consideration of inclusion of all pupils in risk assessment of out-of-school activities. Ensure all providers comply with Equality legislation 4. Continued staff training in Monday sessions, Friday emails, Inset days 5. Review rooming for internal and public exams 	<ol style="list-style-type: none"> 1. Sep 2024 2. Sep 2024 3. Sep 2024 Summer 25 onwards 	<ol style="list-style-type: none"> 1. DH (Academic) 2. DoS 3. All teaching staff 4. Head of LS, DHA 5. Exams Officer, Head of LS, DHA 	<ol style="list-style-type: none"> 1. Report to Education Committee 2. Report to SLT 3. Ongoing Report to SLT Ongoing
Medium Term	<ol style="list-style-type: none"> 1. Specific training on needs that are increasing (esp. ASD, ADHD) 2. Increasing provision of mental health first aid and ELSA training 3. Holistic development of a pupil's experience of the school day (eg lunch time, dining hall, play spaces) 	<ol style="list-style-type: none"> 1. Consider specific training for teachers on how to support pupils with a particular Special educational needs 2. Look to train more colleagues in these areas; some funding required 3. Continue to review provision for pupils as and when needs arise. Develop eg Hub Club, CBAB 	<ol style="list-style-type: none"> 1. 2026-27 	<ol style="list-style-type: none"> 1. Head of Learning Support, DHA 	<ol style="list-style-type: none"> 1. Report to Risk & Compliance 2. Report to SLT 3. Report to People Committee

Long Term	<ol style="list-style-type: none"> 1. Embedding staff training and good practice 2. Review of the curriculum to respond to the needs of the pupils currently in Lower School 3. SEND leads in departments 	<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 2. Ensure that this remains a prominent part of inset and everyday life of the school 3. Consider whether our current curriculum offering is correct 4. Consider introduction of SEND leads as a form of staff development 	1. 2026-27 and beyond	1. DDHA, Head of LS	1. Pupil outcomes, staff engagement
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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.