



Cheney School

Accessibility Plan

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Next Review Date: March 2024

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Aims and Duties

This document is the Accessibility Plan for Cheney School, updated to comply with the new Special Educational Needs (SEN) Code of Practice 2014, equality and disability legislation and the school's SEND policy, which is available on the school website.

The **Accessibility Plan** will be divided into four sections:

Section 1: Access to the Curriculum - for students

Section 2: Access to Pastoral Support – for students

Section 3: Site Accessibility - for students, staff, parents, carers and the community

Section 4: Access to Information - for students, staff, parents, carers and the community

An introduction to these main areas is given below.

Cheney School prides itself on being an inclusive school, where all students and staff can fulfil their potential. Our school is committed to providing an environment for students, staff and visitors where everyone can access the premises and curriculum regardless of their educational, sensory, social, spiritual, emotional, physical and cultural needs.

Schools also have a specific duty not to discriminate against disabled students for a reason relating to their disability and to promote the inclusion of disabled students in all aspects of school life. The Accessibility Plan aims to support all students in this

context, and to reduce barriers that might prevent these aims being met. It also aims to ensure that all adults involved with students (whether as parents, carers or professionally) are not discriminated against. The school also has a duty to make reasonable adjustments to ensure that students, parents, carers and staff who are disabled are not put at a disadvantage in comparison with those who are not disabled.

The Accessibility Plan must pay due regard to the law and local Oxfordshire County Council policies, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 of which links in to the SEN Code of Practice (2014), and the Oxfordshire Schools Accessibility Strategy.

Section 1: Access to the curriculum and assessment

The aim of this Plan is to ensure that all students will have an appropriate (differentiated and personalised) curriculum to fit their needs. The following policies support this aim:

- **Learning and Teaching Policy**
- **School Improvement Plan (SIP)**
- **Individual Faculty Development Plans**
- **SEND Policy**
- **Exams Access Policy**
- **CSAT Equality Policies**

Faculty leaders have responsibility for ensuring that they teach an appropriate curriculum that is accessible to all, and they are responsible to the senior leadership team through their appointed SLT link. They are supported in this by our SEND faculty, Achievement Support Centre (ASC) and School Within a School (SWS).

SEND provide a bespoke curriculum for students with different learning needs: 7UP, 8UP and 9UP for those with SEMH needs; 7STAR and 8STAR for those with literacy and learning needs; Year 9 Core Support; ASDAN CoPE classes; and overlearning groups in KS4 for core subjects.

The Achievement Support Centre (ASC) provides bespoke small group or individual teaching, and School Within a School provides a 6-week programme of intensive support with a focus on emotional regulation and positive psychology to re-engage students in our mainstream provision.

Further information about the curriculum can be found on the school website. The school will fully comply with the systems stipulated by JCQ for exams access arrangements, to ensure reasonable adjustments are in place.

Responsibility for the curriculum aspect of the plan lies with the Deputy Headteacher for Curriculum and Facilities, the Assistant Headteacher for Inclusion and the SENCo.

Section 2: Access to Pastoral support

The aim of this Plan is to ensure that all students will have access to suitable pastoral support to ensure that they are safe in school and are supported in their emotional and social development and general wellbeing. The following policies support this aim:

- **Respect for Learning/Behaviour policy**
- **E-safety policy**
- **Healthy Schools policy**
- **Safeguarding policy**
- **Anti-bullying policy**

This part of the Plan is implemented by the Heads of Student Progress and the Pastoral Leaders working with their teams of tutors. They are supported by the Assistant Headteacher for Inclusion, the Assistant Headteacher for Safeguarding, the SENCo and Assistant SENCo, School Counsellors, School Nurse, Home School Liaison Officer, and the Behaviour Support Team. All staff are regularly trained in safeguarding, and the school places great emphasis on the 'culture of safeguarding' to ensure that any concerns about students are reported to the appropriate people. Students receive support and information via tutor time and assemblies.

External professionals, such as the Educational Psychologist (EP), Multi-Agency Safeguarding Hub (MASH) and Child & Adolescent Mental Health Service (CAMHS), and Response (Oxford mental health support workers) who support the school, contribute additionally to this work.

Assistant Headteacher for Safeguarding works with preventative education particularly around CCE, CDE and knife crime.

Responsibility for this aspect of the plan lies jointly with the Assistant Headteacher for Safeguarding and the Assistant Headteacher for Pastoral Care.

Section 3: Site Accessibility

The aim of this plan is that students, staff, parents, carers and visitors to the school site will have an equal opportunity to access the site. In doing so, the school will have regard to our legal duty to make reasonable adjustments to ensure the school does not discriminate against anyone because of their disability. If areas of the school cannot be made accessible, we will explain why. Where buildings cannot be adapted, changes will be made to the curriculum; typically this will mean re-rooming to accessible accommodation. The following policies support these aims:

- **Equality Policies**
- **School Improvement Plan**
- **Fire Risk Assessments/Fire Safety Action Plan**
- **Health and Safety Policy**
- **Use of Premises/Lettings Policy**

An audit of the site is undertaken in consultation with occupational therapists and visual specialists as required. A whole school Health and Safety audit happens

annually, which is supported by facility and department audits carried out across the year by the Soft Services Manager.

All staff are responsible for reporting Health and Safety concerns across the site, including the Heads of Faculties, the Soft Services Manager and caretaking staff, the senior leadership team and other colleagues. Risk assessments are written as appropriate for particular students or activities or to take into account a specific disability. Parents and carers of students with physical disabilities should contact Dr Richard Coombs, the SENCo (rco@cheney.oxon.sch.uk), if there are reasonable adjustments that need to be made to enable access. Staff with physical disabilities should contact Ben Hegedus, the Head of Human Resources (HR@cheney.oxon.sch.uk)

Responsibility for this section of the Accessibility Plan lies jointly with the Assistant Headteacher for Inclusion and the Soft Services Manager, with contributions from a range of professionals supporting the school and from individuals within the school.

Section 4: Access to Information

Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality. The school aims to provide information in an accessible format and will respond to individual needs and requests as they arise. Information on the school website can be requested in written form by contacting the school reception, and a reference to this is made on the school's homepage.

The aims in this section are supported by the following policies:

- **Home-school Communications Guidance**
- **Freedom of Information Publication**
- **Internal Access to Information Policy**

This plan supports the legislative framework for responding to requests for information under the statutory access regimes established by the Freedom of Information Act (FOIA), the General Data Protection Regulations (GDPR), and the Equality Act (2010).

This section of the Accessibility Plan is monitored by the Head of Human Resources.

If you wish to contact the school regarding accessibility, please email office@cheney.oxon.sch.uk and your email will be forwarded to the appropriate member of staff, indicated in this policy.

Accessibility Plan

1. Curriculum

Outcomes	Actions	Who and when?	Review date
A KS3 curriculum that is accessible to all students and that disadvantaged students' needs are taken into account when planning the curriculum and assessment.	Curriculum review undertaken, in light of changes to KS3/KS4; ensure SIP includes details on meeting the needs of students through differentiation; targeted CPD.	Identified on 2019-2021 Accessibility Plan	Completed July 2020
A suitable range of options is provided at KS4 to ensure that all students can develop the skills and experience they need for their further educational choices.	Options process and provision reviewed throughout Autumn Term. Possible extension of vocational and support courses e.g. Work Skills and SEND overlearning.	Identified on 2019-2021 Accessibility Plan	Completed and implemented March 2020
The Learning and Teaching and SEND policy ensure teachers have the capacity to support students with differing accessibility needs.	SEND team to review the accessibility needs of students e.g. Visual Impairment (VI), Hearing Impairment(HI) or wheelchair users; information shared with staff on teaching requirements; training provided where necessary e.g. HI.	Identified on 2019-2021 Accessibility Plan	April 2020 but training is ongoing
Wheelchair users can access all option subjects they wish to choose.	SEND and 6th form work closely together to ensure that alternative accommodation is found for classes to enable wheelchair users full access.	Identified on 2019-2021 Accessibility Plan	Completed Sept 2019
Provide a genuinely vocational offer at KS4 for a small group of students on site.	Liaise with Alternative Providers and other institutions. Develop options grid and appoint appropriate staffing.	LEL throughout 2020/2021	July 2021
Teachers prepared and able to teach students with Hearing Impairment. This includes making teachers	Deliver training and guidance to all teachers at the start of each academic year.	RCO in 09/2021 and 09/2022, and if teachers change	Oct 2021 and Oct 2022

aware of requirements during the COVID-19 pandemic.			
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2. Information

Outcomes	Actions	Who and when?	Review date
The methods used to communicate with home ensure all parents/carers can access information even if their home language is not English or if they find accessing written English challenging.	Canvas options from local schools on how they meet this challenge; review uptake of information from different parental groups; Investigate guidance on the use of Plain English; develop a strategy to ensure that parents can access material, regardless of level of English literacy.	Strategy by Oct 2021, implementation from Oct 2021. SLT	July 2022
Sunflower lanyards used across the school to highlight hidden disabilities for students and staff.	Raise the use of sunflower lanyards in staff briefing, in parent meetings and in assemblies.	RCO for students BHE for staff March 2021 onwards	Oct 2022
The school website will meet standards for accessibility and screen readers.	Consult RNIB and use Wave (Web Accessibility Evaluation Tool) to highlight areas for improvement. Develop an improvement action plan and implement.	Review June 2021 Action plan valid July 2021-Jan 2022	June 2021 Jan 2022

3. Pastoral support

Outcomes	Actions	Who and when?	Review date
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Provide an open, supportive and understanding environment for all children, but especially autistic children.	PACE training to develop understanding of students by staff; sharing strategies and information through pupil profiles, following the guidance of Communication and Interaction (SENSS) professionals; and introduce the SEND Pastoral Leader and Quiet Hub to ensure students with ASD have access across the school day.	RCO from March 2021 and then training in Sept 2021-July 2022	July 2021 July 2022
Good mental health is a focus for tutor times and students know where and how to access support or self-care information.	Use CAMHS outreach information to train pastoral teams; integrate activities around maintaining good mental health in tutor times; and share information on where to access to support with families and students.	LBA from March 2021	July 2021 July 2022
Staff are supported to manage stress and mental health needs	Staff are trained as Mental Health first aiders, and their support should be advertised across the school to staff; details of counselling service advertised to all staff.	March 2020 and ongoing	March 2022

4. Site

Outcomes	Actions	Who and when?	Review date
Accessible toilets are available to all visitors who require them.	Accessible toilet in W block remains keycard access only and not usable by visitors without help from teaching staff. An alternative solution is required to allow easy access to the toilet.	Site team July 2021	July 2021
Painting and highlighting around the site is appropriate for students with visual impairment.	Maintain yellow stripe painting on pillars and posts around school site: C block and L block overpasses; ensure that when painting does take place, that good color contrast is used to mark areas eg. toilets, sitting areas, corridors; handrails should be	Site team September 2021	September 2021

	<p>Painted in a different colour to the wall to aid visibility.</p>		
<p>Rooms are labelled clearly.</p>	<p>Ensure all classrooms have appropriate signage: discuss signage needs with Assistant SENCo; order signs and display throughout C and J block (where there are new doors) and fit temporary large signs to R block.</p>	<p>Site team September 2021</p>	<p>September 2021</p>
<p>Good access to doorways, ramps and steps.</p>	<p>Part of the normal school works - ensure that access around site is maintained (or improved where possible) for wheelchair users</p>	<p>Site team September 2021</p>	<p>September 2021</p>
<p>Good visibility in the car park.</p>	<p>Ensure lights are working in the main car park during school events, especially in the winter. Repaint car parking lines to help those with VI</p>	<p>Site team September 2021</p>	<p>September 2021</p>