



Accessibility Plan

May 2025-2028

Chellaston Academy is an 11 to 18 mainstream secondary school and sixth form which aims to create an inclusive environment where every student can develop into a confident, successful global citizen who can thrive in a forever changing world.

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The Equality Act 2010 replaced previous anti-discrimination laws with a single act to remove inconsistencies and make the law simpler, therefore making it easier for people to understand how they are protected.

The purpose of the plan is to:

1. Improve the physical environment of the school to enable disabled students to access all educational opportunities, services, and facilities that the academy has to offer.
2. Increase the extent to which disabled students can participate in the curriculum.
3. Improve the delivery of written information to students, staff, parents, and visitors with disabilities.



1. The Physical Environment

Aim: To provide a fully accessible environment which values and includes all students, staff, parents, and visitors regardless of their educational, physical, sensory, social, spiritual, cultural and emotional needs or requirements.

| Actions | When | Who |
|---|--------------------|---|
| a). Designated accessible parking spaces are available with drop kerbs and level access to the pedestrian walkway. | In Place | Estates/SLT |
| b). Lift available from street level to reception area. | In Place | Estates/SLT |
| c). Automatic opening doors into the school's reception area. | In Place | Estates/SLT |
| d). Information around the academy is accessible through appropriate internal signage, large print resources and pictorial/symbolic representations. | Ongoing | Estates/SLT/ Teachers & Non-Teaching Staff |
| e). Evac chairs available in all two-storey blocks across the site. Sufficient staff trained in evac chair process and chairs regularly serviced through site maintenance plan. PEEPS available for pupils with physical and medical needs and shared with appropriate staff. | Ongoing | Estates/SLT |
| f). Accessible toilets for both staff and students are situated within all blocks of the school building. | Ongoing | Estates/SLT |
| g). There is an allocated prayer room for staff and students to access as required throughout the day. | In Place | SLT |
| h). Walls, doorways, floors, sockets, and switches are of contrasting colours as far as possible. As areas are refreshed contrasting will improve. | In Place & Ongoing | Estates/SLT |
| i). The academy's sensory room offers multi-sensory resources, including, lighting and sounds to support student's sensory needs. The Base and RESET areas also provide multi-sensory resources and quiet spaces to support students. | In Place & Ongoing | SENCo |
| j). All areas of the site are accessible throughout the year as far as is possible. Regular site walks are undertaken with accessibility being a priority area. | Ongoing | Estates/SLT |
| k). Visual alarms (beacons) are situated in areas where there could be excessive noise or where hearing protection is likely to be in use, for example, music and design technology classrooms. | In Place & Ongoing | Estates/SLT |
| l). Lift access is available in blocks A, D, F & G. B block is single storey. All lifts are serviced in line with the academy's maintenance plan. Lessons are not planned in upstairs rooms in C or E block for students with long term accessibility needs. | In Place | Estates |



2. Access to the Curriculum.

Aim: To continue to improve access to the curriculum for students who:

- *Have difficulties with processing and decoding information.*
- *Read below functional reading age.*
- *Have difficulties with the written word.*
- *Have physical difficulties.*
- *Have visual disturbance.*
- *Have sensory impairments.*
- *Communicate in English as an additional language.*
- *Are new to the country.*
- *Experience Social, Emotional or Mental Health difficulties (including trauma).*

| Actions | When | Who |
|---|--------------------|-------------------------------------|
| a). Offer an ambitious, adapted curriculum for all students embedding the academy's own Inclusion Graduated Response (IGR) process, which is reviewed annually. | Ongoing | SLT |
| b). All teachers adapt their starting points to the level of the students they teach using quality first teaching methods and the academy's universal offer. | Ongoing | SLT/ML & Teachers |
| c). Progress for all students is tracked across all areas of the curriculum. | Ongoing | SLT/ML & Teachers |
| d). Additional in class support where need is identified through the academy's Inclusion Graduated Response (IGR). | Ongoing | SENCo & CONNECT Lead |
| e). Small group interventions where need is identified through the academy's Inclusion Graduated Response (IGR). | Ongoing | SENCo & CONNECT Lead |
| f). Offsite and onsite alternative provision where need is identified through the academy's Inclusion Graduated Response (IGR). | Ongoing | SENCo & CONNECT Lead |
| g). Strategies and resources specific to individual students' needs are employed, i.e. coloured overlays, laptops, reader pens, assistive technology, rest breaks and extra time. | Ongoing | SLT/ML/ Teachers & Learning Mentors |
| h). SEND learner passports are available for all staff on GO 4 SCHOOLS to enable them to understand the adaptations required to meet the individual needs of students on the SEND register, including students with EHCP's. | Ongoing | SENCo |
| i). Risk assessments and medical plans are shared with relevant staff to enable them to understand the individual needs of students who require additional support. | In Place & Ongoing | SLT/HOY's/ DHOY's/AB |



| | | |
|--|--------------------|-------------------------------------|
| j). Exam access arrangements are provided where need is identified or is a student's normal way of working. | In Place & Ongoing | SENCo/Exams Officer/Teachers |
| k). Primary to secondary transition is thorough and information is shared with relevant staff prior to students' start date. | In Place & Ongoing | SHL/SENCo/HOY/DHOY |
| l). Careers education challenges stereotype and develops aspirations for all students. | In Place & Ongoing | SHL |
| m). Accessibility across the academy is a weekly agenda item for the academy's senior leaders. | In Place & Ongoing | SLT |
| n). Internal and external training addresses all areas of special educational needs and disabilities across the academy and is available to all staff. | In Place & Ongoing | SLT |
| o). The Extended Learning department work closely with curriculum and pastoral teams to address curriculum access for all pupils with SEND. | In Place & Ongoing | SENCo/Learning Mentors/HOY's /DHOYS |
| p). All Extra-curricular and offsite activities are available to all students. | In Place & Ongoing | SLT |
| q). Wherever possible, students have access to translated materials, use of technology, language specific dictionaries to support. | In Place & Ongoing | SLT |



3. Access the delivery of written information at Chellaston Academy.

Aim: Continue to improve access to all written information for students, parents & carers where:

- *English is an additional language.*
- *There are additional learning needs, including low levels of literacy and communication difficulties.*
- *There is a visual impairment.*

| Actions | When | Who |
|--|---------|-------------|
| a). All home/school correspondence: <ul style="list-style-type: none">• Avoids unnecessary wording.• Considers the presentation of large amounts of text. | Ongoing | QEGSMAT/SLT |
| b). The academy uses different social media platforms to share key dates and information with students, parents & carers. | Ongoing | SLT |
| c). Advice from external agencies is shared with students, parents and relevant school staff. | Ongoing | SLT |
| d). Consideration of all signage on and around the academy site e.g. size, font and colour. | Ongoing | Estates/SLT |
| e). Consideration of parent/carer needs for meetings and school events to make them fully accessible for all. | Ongoing | SLT |

