



Chellaston Academy

Learning

Excellence

Integrity

Accessibility Plan

September 2025- September 2028

Chellaston Academy is an 11 to 18 mainstream secondary school and sixth form whose vision is to 'Inspire each other to realise our potential through Integrity, Care and Excellence.' Our academy values are Integrity, Care and Excellence.

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	Timeframe	Responsible	Evidence
a). Designated accessible parking spaces are available with drop kerbs and level access to the pedestrian walkway.	In place	Estates/SLT*	Accommodation in place.
b). Lift available from street level to reception area.	In place	Estates/SLT*	- Accommodation in place. - All lifts are serviced in line with the academy's maintenance plan.
c). Automatic opening doors into the school's reception area.	In place	Estates/SLT*	Accommodation in place and serviced in line with the Academy's maintenance plan.
d). Information around the academy is accessible through appropriate internal signage, large print resources and pictorial/symbolic representations.	In place and ongoing	Estates/SLT*/ Teachers & Non-Teaching Staff	Accommodation in place and updated and improved as required.
e). Evac chairs available in all two-storey blocks across the site.	In place and ongoing	Estates/SLT*	- 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.
f). Accessible toilets for both staff and students are situated within all blocks of the school building.	In place and ongoing	Estates/SLT*	Accommodation in place and updated and improved as required.
g). There is an allocated prayer room for staff and students to access as required throughout the day.	In place and ongoing	SLT*	- Accommodation in place which is updated and improved as required. - Staff and student voice.
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*	Accommodations in place, continually improved and updated in line with the

			Academy's maintenance and refurbishment plans.
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/DSEnCo/Extended Learning Team	- Accommodation in place which is updated and improved as required. - Student voice.
j). Invest in additional equipment to include but not limited to adjustable desks, Bodet system, sloping boards, standing tables, adjustable seating, stool socks, adjustable design technology equipment.	In place and ongoing	Estates/SLT*	- Accommodations in place which are updated as required, informed by VI, HI and PI specialists. - Audit of equipment and individual student sensory audits.
k). 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/	Minutes of meetings and planned schedules of improvements/maintenance.
l). Lift access is available in Blocks A,D, F & G. B block is single storey. Lessons and training are not scheduled upstairs in C or E block for students or staff with long term accessibility needs. Open evenings and parents evenings do not incorporate upstairs C or E block in their schedules/tours.	In place and ongoing	Estates	- All lifts are serviced in line with the academy's maintenance plan. - Students access to learning with correct rooming and resources is not prohibited as per adaptations to whole school timetable.

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	Timeframe	Responsible	Evidence
a). Offer an ambitious, adapted curriculum, for all students embedding the academy's own Inclusion Graduated Response (IGR) process, which is reviewed annually.	October 2025 and ongoing	SLT*	• Online IGR portal (participation logs). • IGR offer (available on Teams).
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.	In place and ongoing	SLT/ML & Teachers	• Quality assurance documentation.
c). Progress for all students is tracked across all areas of the curriculum.	Ongoing	SLT/ML & Teachers	• Termly data gathering carried out in all subjects across the academy. • Termly reporting home to parents/carers.

d). Additional in class support where need is identified through the academy's Inclusion Graduated Response (IGR).	In place and ongoing	SENCo & CONNECT Lead	- Online IGR portal - LM timetables which consider their individuals' strengths. - LM timetables which encourage student independence by focusing on small group or whole class support rather than high levels of Velcro provision.
e). Small group interventions where need is identified through the academy's Inclusion Graduated Response (IGR).	October 2025 and ongoing	SLT*	Online IGR portal (participation logs) including entry/exit criteria and impact
f). Offsite and onsite alternative provision where need is identified through the academy's Inclusion Graduated Response (IGR).	Ongoing	SLT*	- Reports from AP's - Check in visits - Analysis of attendance/rewards data - Academic outcomes
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.	In place and ongoing	SLT/ML/ Teachers & Learning Mentors	- Strategies identified on SEND passports. - AAO submitted where required. - Assistive technology acquired and on roll out programme.
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/DSEnCo/ STR	- Passports and EHCP's are available for all staff on GO 4 Schools (attached to individual student profiles) - Available on SEN Drive (T) - Parental engagement encouraged in the development/update of passports. - Student engagement is encouraged in the development/update of passports.
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	RA's and Medical plans are available for all staff on GO 4 Schools (attached to individual student profiles)
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	- AAO submitted where required. - Exam access arrangements available on student passports.

k). Primary to secondary transition is thorough and information is shared with relevant staff prior to students' start date.	In Place & Ongoing	SHL/SENCo/ Yr 7 HOY/DHOY	• Year 6 Information evening • Yr 6 SEND Information afternoon after additional transition sessions. • SEND passports are prepared in conjunction with parents, primary schools and children. • Pre-arranged visits to all feeder primary schools.
l). Careers education challenges stereotype and develops aspirations for all students.	In place & ongoing	SENCo/SHL	• All students have a careers action plan. • All students are supported to access further education. • All EHCP phase transfer reviews are carried out to meet the deadlines set by the LA to enable consultation with FE if necessary. • Options data identifies SEND students being placed on appropriate pathways suited to their needs, abilities and interests. • In person visits/trips take place to various FE providers to enable SEND learners to make informed choices regarding their next steps.
m). Accessibility across the academy is a weekly agenda item for the academy's senior leaders.	In Place & Ongoing	SLT*	• Regular meetings with HLD and SLT to discuss current concerns and potential problems.
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*	• Reduction in repeat behaviours (L3&L4) • Reduced suspensions • Improved attendance • Increase in positive reward points and participation in rewards days. •
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	• Fortnightly collaboration meetings between key teams including Attendance, Pastoral, SEND, Pupil Premium and Well-Being, other known as 'VSM'. • Regular communication with staff regarding individual students as and when required.

p). All Extra-curricular and offsite activities are available to all students.	In Place & Ongoing	SLT*	Online IGR portal (participation logs).
q). Wherever possible, students have access to translated materials, use of technology, language specific dictionaries to support.	October 2025 and ongoing	SLT*/HOD/ Teachers	- Assistive technology acquired to support EAL learners. - List of key staff who can speak other languages available. - Interpreters available for key meetings through New Communities project.
r). ELSA approach adopted and used across the school.	March 2025 and ongoing	SENCo/Named ELSA	- Staff records identify appropriately trained staff (with more staff identified). - Appropriate supervision budgeted for and in place delivered by Educational Psychology service.
s). Emotion coaching approach adopted and used across the school.	April 2023	SENCo/DSEnCo/ Extended Learning Team	Appropriate staff trained 2023 with updated training scheduled for November 2025.
t). Use of ATTEND framework to improve attendance outcomes for identified students.	In place and ongoing	SLT*/Attendance team	- Appropriate staff trained, to be updated as and when required. - Data showing levels of attendance across key groups.

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

Aim: Continue to improve access to all written information for students, parents and 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	Timeframe	Responsible	Evidence
a). All home/school correspondence: • Avoids unnecessary wording • Considers the presentation of large amounts of text	In place and ongoing	SLT*/All academy staff	• Considerations made in weekly newsletter, policies, and home correspondence.
b). The academy uses different social media platforms to share key dates and information with students, parents and carers.	In place and ongoing	SLT*/All academy staff	• Firefly, GO, email and Facebook are all utilised to share information with parents and the whole school community.
c). Advice from external agencies is shared with students, parents and relevant school staff.	In place and ongoing	SLT*/Communications Officer	• Parent voice • Information shared on school website, Facebook, Firefly and individual email.
d). Consideration of all signage on and around the academy site, e.g. size, font and colour.	In place and ongoing	SLT*/Estates/HDG	• Accommodation in place and updated and improved as required.
e). Consideration of parent/carers for meetings and school events to make them fully accessible for all.	In place and ongoing	SLT*/HOY's/ DHOY's/Teachers / Coaches	• Evidence of rooming's/buildings utilised • Booking of BSL interpreters • Individual visits and 'show rounds' are carried out for families and children whose needs mean they are unable to attend open evenings. • Attendance at key events logged.

*Includes Special Educational Needs Co-ordinator (SENCo)