



Chipping Campden School

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Accessibility Plan

Document Owner	Principal
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CONTENTS

Section 1	Introduction and Ethos
Section 2	Responsibilities
Section 3	Admissions
Section 4	Physical Environment
Section 5	Access Plan



Section 1 Introduction and Ethos

Chipping Campden School is a 11-18 co-educational Academy Converter. It serves a rural community in the North Cotswolds.

Chipping Campden School is an integrated whole as such we are committed to equality of opportunity in all our functions and seek to avoid discrimination on the grounds of disability, race, colour, ethnic origin and gender. The school has a range of policies and procedures which underpin these aims.

Chipping Campden School is open to all sections of the community and all students and staff are encouraged to participate to their full potential.

Chipping Campden School welcomes the provisions of the Equality Act 2010 which replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination.

The School wishes to formally commit to having due regard, when carrying out all its functions to:

- not to disadvantage students with a disability on matters of admission or access to the curriculum;
- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under Equality Act 2010;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take all reasonable steps to meet the needs of people with a disability, even if this requires more favorable treatment.

We are committed to the care and well-being of all students so that they may work and learn in a safe, secure environment. In all aspects of the school, our stakeholders are committed to working together to ensure that the school community remains true to the equal value principles underpinning our policies.

Signature of the Principal:

Date: 21/9/2023

Signature of Chair of
Governors:

Date: 21/9/2023



Section 2 Responsibilities

1 The Board of Trustees

- members of the Board of Trustees are responsible for ensuring that the School meets the general and specific duties of the Equality Act 2010;
- members of the Board of Trustees are responsible for ensuring that the Accessibility Plan and procedures are followed.

2 The Principal

- the Principal is responsible for providing a high profile lead on disability equality;
- the Principal is responsible for promoting disability equality inside and outside the School; and
- the Principal is responsible for ensuring that the provisions of the Equality Act 2010 is followed.

3 Senior Managers – Academic and Support

- Senior Managers are responsible for putting the policy on the accessibility plan into action in their day-to-day work to eliminate discrimination, to promote equality of opportunity and to promote disability equality.
- Senior Managers are responsible for ensuring that all staff know their responsibilities regarding equality and receive support and continuous professional development (CPD) in carrying these out; and
- Senior Managers must follow the relevant procedures and act against any students or staff who discriminate on the grounds of disability.

4 All Staff

- all staff are responsible for dealing with disability equality incidents and recognising and tackling bias and stereotyping.
- all staff are responsible for promoting disability equality and avoiding discrimination on the grounds of disability; and
- all staff are responsible for keeping up to date with the law on disability and taking up CPD opportunities relating to disability.

5 Contractors and Service Providers

- all contractors and providers of services are responsible for following the Policy on Accessibility and any conditions in contracts relating to disability.



Section 3 Admissions

Chipping Campden School operates an inclusive policy. The school will endeavor, wherever possible, to remove any barriers so that every student has full access to the curriculum: The school's approach is summarised as follows:

- all students with a disability will have their needs assessed.
- we will identify the barriers that disabled students may encounter in all areas of school life.
- we will plan how to overcome the barriers over time and record proposed actions in the Accessibility Plan.
- we will review and update the plan on a regular basis.

Section 4 Physical Environment

The physical environment is kept under review on a regular basis. Access audits have been undertaken. Individual assessments are made for students and staff with accessibility requirements, and measures taken to ensure full access to the curriculum. Full participation in the curriculum will be facilitated by:

- where possible making reasonable adjustments to the physical environment.
- where modification is not possible, we will ensure that all buildings are physically accessible as far as possible.
- major work of a new or refurbished building will take full account of accessibility requirements.



Section 5

EQUALITY ACT 2010 – ACCESS PLAN

ITEM	ACTION	STAFF	TIMELINE FOR COMPLETION	OUTCOME/EVIDENCE
<p>Ensure compliance with the Equality Act 2010</p> <p>Eliminate discrimination that is unlawful under the Equality Act</p>	<ul style="list-style-type: none"> ▪ arrange disability equality awareness sessions involving disabled students, disabled staff and other people in the School. 	Senior Leadership Team (SLT)	periodically	
	<ul style="list-style-type: none"> ▪ include disability equality matters in several staff and student publications including Induction materials, the Student Handbook, and the Student Newsletter 	SLT	annually	
	<ul style="list-style-type: none"> ▪ provide advice and guidance for members of the Full Board of Trustees on the General and Specific Duty of the Act 	FAR Committee	periodically	
	<ul style="list-style-type: none"> ▪ ensure disability equality is embedded in School policies, strategies and culture. 	Principal	ongoing	



ITEM	ACTION	STAFF	TIMELINE FOR COMPLETION	OUTCOME/EVIDENCE
<p>Eliminate harassment of disabled persons that is related to their disability</p> <p>Promote positive attitudes towards disabled persons.</p>	<ul style="list-style-type: none"> ▪ ensure the School Development Plan considers the aspirations of disabled students. ▪ ensure all recruitment documentation is avowedly anti discriminatory regarding disability equality. ▪ Work with Trade Unions in the School to support the commitment to disability equality. ▪ provide information to both staff and students on the meaning of harassment and the steps to take if harassment related to the disability is witnessed. ▪ provide disability equality awareness about individual students. ▪ provide disability equality CPD on INSET day(s), including information about mental health and sensory issues. 	<p>Vice Principal Safeguarding</p> <p>Principal – HR Manager</p> <p>Principal</p> <p>HR Manager</p> <p>SENCO</p> <p>HR Manager and Assistant Principal: Curriculum Implementation</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going Periodically</p> <p>Ongoing</p>	



ITEM	ACTION	STAFF	TIMELINE FOR COMPLETION	OUTCOME/EVIDENCE
Ensure the curriculum meets the needs of all students.	<ul style="list-style-type: none"> Curriculum review to ensure all students can access the curriculum. 	Vice Principal: Quality of Education and SENCO	Annually	
Ensure the identification of students with a disability and that reasonable adjustments are made to allow full participation.	<ul style="list-style-type: none"> Ensure EHCP are in place and reviewed for students with a disability. assess needs of students and take any reasonable steps to ensure that all barriers to participation are removed. review how current needs are being met. 	SENCO Principal, SENCO and COFO Vice Principals and Attendance Officer	On-going On-going On-going	
Ensure sufficient staff are First Aid trained.	<ul style="list-style-type: none"> review the qualification and experience of first aiders and the ratio of trained staff to students. 	Medical Officer and Assistant Principal: Systems and Operations	On-going	
Ensure parking and access to the school building for physically disabled students and their parents	<ul style="list-style-type: none"> review physical layout of the school estate. 	Assistant Principal: Systems and Operations	Ongoing	Access audit undertaken with the Estates Manager



ITEM	ACTION	STAFF	TIMELINE FOR COMPLETION	OUTCOME/EVIDENCE
Information Gathering	<p>Ensure data is gathered on:</p> <ul style="list-style-type: none"> ▪ numbers of disabled staff and type of disability ▪ number of disabled students and type of disability ▪ accessibility of buildings ▪ accessibility of learning materials ▪ achievement, retention, and satisfaction of students 	<p>Principal</p> <p>SENCO</p> <p>Assistant Principal: Systems and Operations</p> <p>Directors of Learning</p> <p>Assistant Principals</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>annually</p> <p>annually</p>	<p>Access audit undertaken with the Estates Manager</p>
Involvement of disabled persons	<ul style="list-style-type: none"> ▪ involve disabled staff, students, and other stakeholders in review of the scheme updating the action plan as appropriate. 	<p>Principal</p>	<p>On-going</p>	