



Accessibility Plan

Introduction

John Chilton School is a community special school for pupils aged 4-19 years with moderate to severe learning difficulties as a primary need or as a dual diagnosis to their medical or physical needs. In addition, many pupils have sensory impairments and/or social, emotional and mental health difficulties. All pupils have an Education, Health and Care Plan (EHCP), though we do accept new arrivals or young children on an assessment placement awaiting their EHCP.

John Chilton School is accessible, inclusive and has close links to the local community. It is a school where diversity is celebrated and prejudice challenged; British Values and Spiritual, Moral, Social and Cultural Education alongside strong partnerships are intrinsic to daily life at school.

The curriculum provides challenging and stimulating learning experiences, with realistic yet aspirational expectations of standards, progress and achievement for all.

There are currently 135 planned places with 136 pupils on roll in school including a 10 place 6th form. The majority of pupils come from the London Borough of Ealing with 20% of pupils coming from surrounding boroughs. The school has a higher than national average percentage of pupils from ethnic minorities and those in receipt of pupil premium funding.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3 year period.

Vision and Aims:

At John Chilton School, we strive for the development of confident, motivated and independent learners in a sociable, safe and accessible environment; supported by communication and engagement between home, school and partnerships.

John Chilton School will enable pupils to:

- leave the school with the skills, abilities, potential and confidence to meet the challenge of adult life in a fast changing world, including where to get help;
- increase their awareness of mental health and emotional wellbeing, to be in control of their lives and be able to self-regulate;
- gain independence skills including, travel, community use and cooking skills wherever possible;
- understand their disability, cope with the emotional stresses often associated with disability and be empowered with the skills, knowledge and attitude to take responsibility for managing their needs into adult life;

- develop lively, enquiring minds and have the opportunity to achieve nationally recognised qualifications;
- communicate effectively and confidently with a range of people in a variety of contexts, including carers;
- use the internet safely and with purpose;
- develop positive attitudes towards healthy lifestyles and diverse communities, promoting activity, creativity and competition through sport and leisure; develop an awareness and appreciation of art, music and the environment;
- be an active member of society either in work or by using community groups and facilities productively.

At John Chilton School we aim to effect a positive change in the lives of children and young people with special educational needs in the area; increasing the confidence and skills of all those who are involved in their lives through outreach, professional development and support.

Access and School Policy and Procedures

We adhere to Equality Act of 2010 throughout all our policies and practice to ensure pupils access learning and the school environment.

Access to the Curriculum

The John Chilton School Curriculum is designed to meet the varied needs of our pupils. It adapts the National Curriculum in ways that are meaningful and appropriate for all; ensuring all pupils can access activities that we offer and adaptations to equipment and activities are made to fulfil this aim. For pupils to access the curriculum lessons are highly differentiated and take account of individual learning difficulties. Priority is placed on pupil participation, as independently as is possible. Adults are clear about the learning objectives of the lesson, class and individuals. Adults know how to move the pupils learning on and provide graded prompting and challenge to enable them to succeed.

Good communication is supported by the use of signing, symbols and low- and high-tech communication aids (Alternative and Augmentative Communication (AAC) devices) overseen by our specialist team and SLT; assessment at specialist centre for communication and technology is used when appropriate. All pupils have access to appropriate computer technology. Speech and Language Therapists and Occupational Therapists work as integral partners in developing appropriate programmes and resources for individual pupils.

The physical and medical needs of our pupils are met by teaching and learning staff, clinical professionals, moving and handling specialist, therapy liaison assistants and therapists including Speech and language, occupational and physiotherapists. We use adapted curriculum materials and sensory approaches for pupils' sensory impairments. Both the Teacher Advisory Service for hearing and visual impairment visit regularly to help us ensure pupils can access learning materials and experiences. A member of staff is training in BSL to be able to support specific pupils and families.

The school has a specialist SEMH team led by the Learning Mentor who provide interventions to individuals and small groups, including daily nurture classes.

The school runs a Forest School onsite and at the local Academy Fields; activities and resources are fully accessible.

Our minibuses are designed to take wheel chairs to ensure no pupil misses out on school activities that take place off site. As a school we encourage independence in our pupils and strive to ensure that they experience full and rewarding lives.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspector/advisors, and of appropriate health professionals to ensure barriers to learning are reduced and enable pupils to reach their full potential.

Access to the School Environment

The building was purpose built in 2005 with good facilities for a variety of needs. The school is fully accessible for all pupils, staff and visitors. The school has a fully accessible hydrotherapy pool, specialist therapy rooms, large music room and adapted cookery rooms. The outdoor environment is also fully accessible.

The school has adapted the outdoor learning and leisure spaces, including allotments and provides an environment that enables all pupils to be more independent in their free time.

There is a satellite site for Key Stage 2 pupils. This is fully accessible and also provides a hygiene room, therapy room, sensory room, accessible cookery room and hall space.

For a pupils with a visual and/or hearing impairment we receive support and advice from Ealing and other borough SENSS Teams on how to adapt the environment.

Access to Information

All information issued by the school aims to be user friendly. The school information brochure, curriculum booklets, newsletters and fliers incorporate photographs and symbols to assist in understanding content. Makaton signing and InPrint3 Widgit symbols are used throughout the school to support the pupils' communication, reading and understanding. Parents and supporting professionals take part in signing workshops led by school staff qualified as Makaton trainers.

The school website is easy to access and contains photos, symbols and information for parents and members of the school and wider communities.

The school has a full time Family Worker who liaises closely with parents and families to support their engagement in school and access to forms and services. There is a full time Designated Safeguarding Lead who supports families in need and liaises closely with social care.

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. Interpreters are used when needed to support families.

School Access Planning

- The lift in the John Chilton School (Bengarth Site) reception area is an evacuation safe lift to support emergency evacuations

Associated policies and plans

This plan should be read in conjunction with other relevant documents including:

Equality Policy

SEND Information Report and Policy

Date approved by the Governing Body: May 2023

Date for policy review: May 2024