

Review date: 26/01/23



Accessibility Plan 2021-2024

Statement Of Principles

The School follows the principles of the Social Model of Disability. By this we mean that we understand that people with impairments are disabled by their environments. We are committed to removing the barriers to their participation in the School. In this document we refer to 'disabled people' using the terms 'people with disabilities' and 'students with SEND'. We do this to reflect the language of the legislation and policies which underpin this document.

This document is written for the whole School community including: students; staff (regardless of contract); parents; carers; guardians and visitors.

EDI Aims

Access: *Improve accessibility, reduce barriers and challenge perceptions for audiences, visitors, staff, parents, carers, and students.*

People: *Promoting a positive and harmonious working and creative environment in which all individuals are treated with respect and are valued for who they are, as they are.*

Culture: *Embrace and celebrate the richness of society striving to reflect it. Where inequality exists recognise and reduce it.*

Rationale

This Accessibility Plan covers the period from September 2021 – August 2024 and follows on from the previous plans that covered the period from September 2012 to August 2021.

Under Schedule 10 of the Equality Act 2010, the School is responsible for preparing an accessibility plan. In addition, the School, as an education provider must make "reasonable adjustments" to ensure that students with special educational needs and / or disabilities are not discriminated against. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines a person as disabled if they have 'a physical or mental impairment which has a substantial and long-term adverse impact on a person's ability to carry out normal everyday activities'. Under the Special Educational Needs and Disability (SEND) Code of Practice (2015), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes the four broad areas of need and support:

1. Communication and interaction;
2. Cognition and Learning;

3. Social, emotional and mental health difficulties;
4. Sensory and /or physical needs.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises. The Equality Act notes that reasonable adjustments could include: changes to practices or procedures; changes to physical features; changes to academic assessment; and providing extra support and aids. The School is not expected to change its premises but is expected to make long-term plans for improving access to its buildings through its planning duties.

Chetham's School of Music is committed to providing a fully accessible environment which values and includes all students, staff, parents, guardians, carers, and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, inclusion, and belonging.

The School plans, over time, to increase the accessibility of provision for all students, staff, parents, carers, guardians, and visitors to the School. The Accessibility Plan contains relevant actions about how we shall continue in our endeavours to:

- Improve the extent to which students with disabilities can participate in the School's curriculum. This covers teaching and learning, differentiation and the wider curriculum of the School such as participation in leisure and cultural activities or School visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improve the delivery to students with disabilities of information which is readily accessible to students who are not disabled. Examples might include: hand-outs; timetables; textbook; and information about the School and School events. The information should be made available in various preferred formats within a reasonable time frame.
- Improve the physical environment of the School for the purpose of increasing the extent to which people with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the School. This covers improvements to the physical environment of the School and physical aids to access education and takes account of the New School Building which is accessible for people with disabilities.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Action Plans will be drawn up every three years.

We acknowledge that there is an ongoing need for awareness raising and training for staff and Governors in the matters of discrimination and the need to inform attitudes on this matter.

It will not be feasible to undertake some of the works listed in the Action Plan for physical accessibility during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The School carried out an Access Audit which focused on the physical layout of the campus during 2015 that has informed part of this Plan. The School plans to commission a new Audit in Summer 2022 in order to inform the development of future Plans.

The Plan will be monitored by the Leadership Group and Governing Body on an annual basis.

The Plan will be scrutinised by ISI as part of their inspection cycle.

Chetham's School Of Music School Accessibility Plan 2021-2024

Improving The Curriculum Access

Aim	Activity	Lead Person	Resource implications	Success Criteria	Timescale	Criteria met / evidence – mid point and annual
Train teachers on further differentiating the curriculum	<p>All academic teaching staff to have INSET X 3 times a year. Focus on students who have differentiated needs such a SEND, EAL or specific issues. Staff to make themselves aware of 'Plan on a Page' for each student with additional needs or different learning pattern.</p> <p>Music staff are offered training annually.</p>	JH, DC, BLO	CPD budget	<p>All teachers are able to more fully meet the requirements of all students' needs, thereby increasing access to the curriculum.</p> <p>Academic and instrumental staff will be fully aware of the information provided on 'Plan on a Page'.</p>	Depart mental INSET- as request ed Each Music course (Octobe r, Feb and July) Annual training.	
Ensure educational support covers extracurricular areas and activities	<p>Liaise with House and FTP to provide support for those in need of additional assistance.</p> <p>Update and circulate the list of students and the way to address the extra help they need.</p>	JH, BLO, IM	Head of Comp Ed & Assistant Principal spend time annually updating the SEND info and the Students in need of assistance list.	<p>Accessibility to extracurricular area and activities for all students.</p> <p>Students feel supported during and after working hours.</p> <p>In Houses, staff have a greater awareness of those students who require additional</p>	Annuall y- Septem ber. Lists updated and training provide	

	<p>BLO to deliver SEND/EAL training to House Staff biennially with the express intention of highlighting SEND/EAL needs of our students and how they can be helped and supported seamlessly from the classroom to the House throughout the day. This initiative will be developed further to include specific adjustments which need to be made for individual students.</p> <p>All school trips & co-curricular will go through the process of planning by the group's leader, and checked by the EVC to ensure that they are conducted in an inclusive environment with providers that comply with legislative requirements.</p>		<p>Training time.</p>	<p>encouragement/support/understanding beyond the classroom setting.</p> <p>Students' access to School trips is fully inclusive.</p>	<p>d according to new students or changes to circumstance.</p>	
--	--	--	-----------------------	--	--	--

	Increasing access to all school activities for all SEN/disabled students.					
Organise music programme (instrumental tuition, workshops and practice) across all departments to ensure parity of provision/opportunity.	<p>BLO to attend Music Management meeting to focus on ABRSM's access arrangements e.g. extra time for sight-reading.</p> <p>HoIDs will be asked to disseminate and to ask tutors to give consideration for the need to request Access Arrangements. This information should be shared with the Music Assistant who makes the ABRSM entries.</p> <p>BLO should also be consulted by the instrumental tutor or the relevant HoID.</p>	TR, BLO	Director of Music, HoID and Outreach staff agenda time at Music Management meeting; HoID time in implementing any adaptations needed to ensure parity of provision; Comp Ed staff time in provision in 1:1 lessons	<p>Instrumental lessons, workshops and practice sessions accommodate the needs of individual students, thereby increasing access to the curriculum.</p> <p>All students who need Access Arrangements within the remit of ABRSM will have the best and appropriate provision in place, will feel more comfortable in their exams and thus able to perform better.</p>	On-going, but specifically in preparation to provide for particular need(s) Jan 2022 training for HOIDs	

Students with SEND are able to fully participate in Music Trips	Trip and visit organisers to liaise with trip leaders and the EVC to ensure that students with SEND can fully participate in all parts of the trip.	NS, NP, IM	Planning time for trips	Specifically identified students will feel comfortable on trips when out of the School routine.	At the Beginning of each trip or planning of co-curricular activity	
Raise awareness of Equality, Diversity and Inclusion	Provide training for governors	NS	Agenda item to be arranged.	Extending awareness of issues relating to EDI and the duty on the organisation to reach our EDI aims	Governor Body meeting 2022	From Jan 2022 this is a standing item within Safeguarding, Feoffees and Governors
Raise awareness and reduce inequalities where they exist	Widen the scope of the EDI committee through workshops, create and update the EDI action plan. Provide training across the organisation ensure policy is update. Embed EDI awareness into all areas of school policy and practice.	NS TR	Management time, and working party time	Access: Improve accessibility, reduce barriers and challenge perceptions for audiences, visitors, students and staff. People: Promoting a positive and harmonious working and creative environment in which all individuals are treated with respect and are valued for who they are, as they are. Culture: Embrace and celebrate the richness of society striving to reflect it. Where inequality exists recognise and reduce it.	September 2022 for policy phase	From Feb 2022 all policies are being reviewed with an EDI 'lens'

Chetham's School of Music School Accessibility Plan 2021-2024

Improving the Delivery of Information

Aim	Activity	Lead Person	Resource implications	Success Criteria	Timescale	Criteria met / evidence – mid point and annual
<p>Widen accessibility of written material, e.g. make available prospectus, newsletters and other information for students with SEND, their parents/carers, guardians and staff in alternative formats.</p> <p>This to include exploration of the needs of prospective students so that the best experience can be in place at audition, and thereafter, including a</p>	<p>Ensure there is provision of enhanced written information in various formats when required for particular purposes to suit individual needs (e.g. coloured versions for particular people with processing needs, enlarged versions for people with visual impairments).</p> <p>The updated website and STREAM to continue with updates to remain appropriate for impaired users.</p>	<p>AK, BLO, Marketing</p>	<p>Training time for Comp Ed dept.</p> <p>Time to review and update</p>	<p>Students will have full access to information in a suitable format for their needs.</p> <p>Students will be treated equitably with regards to their needs throughout the course and</p>	<p>2021 - 2022</p>	

<p>meeting with a member of the Comp Ed team.</p>	<p>BLO attends annual training for assessment re Access Arrangements in academic and music exams – e.g. extra-time for processing and liaises closely with the Exams Officer.</p> <p>Comp Ed team member to outline a potential 'offer' of support following the audition.</p> <p>Comp Ed team member will also explore any existing support provided by any Educational Health Care Plan.</p>			<p>during examinations.</p> <p>Prospective parents/students will feel that their needs have been heard, understood and that dialogue can take place as to how they can be met. This should provide reassurance and confidence at transition to a new educational setting.</p>		
---	--	--	--	---	--	--

Chetham's School of Music School Accessibility Plan 2021-2024

Improving the Physical Access

Area	Activity	Lead Person	Resource implications	Timescale	Success criteria	Criteria met / evidence – mid point and annual
School Entrance	Improve the access over the cobbles through the arch and round to the New School Building bridge by removing cobbles and replacing with flagstones.	Feoffees of Chetham's Hospital/Bursar	A detailed budget has been prepared by the Estates Department. The physical work will be carried out by external contractors and is expected to be in the region of £20,000.	The timescale is dependent on the availability of funding.	A smooth pathway will be available for use by wheelchair users and others with limited mobility.	
College House including the Library/Compensatory Education	Physical access to the Library/Compensatory Education area is not possible for wheelchair users. Procedures are in place, prepared by the relevant Heads of Departments, to show how access to the resources provided by the Library and Compensatory Education Department can be achieved if students cannot	BLO/KM	None	N/A	All students can access the resources of the Library and Compensatory Education Department.	

	<p>physically access the area.</p> <p>The Comp Ed team or the Librarian will arrange for lessons/resources to be made available to the student in an accessible venue (if necessary) via the Academic Manager.</p>					
<p>Millgate and Nicholls Building (Millgate House and Victoria House and Dining Room)</p>	<p>Work has commenced to significantly upgrade the boys' boarding accommodation in the Millgate Building and other non-boarding areas in the Millgate and Nicholls Buildings, including planning to install a platform lift to Victoria House.</p> <p>This work is taking account of disabled access including fully accessible bedrooms for students with SEND in Millgate House and for all people with SEND to the other non-boarding areas.</p>	<p>Feoffees of Chetham's Hospital/Joint Principals /Bursar</p>	<p>Phase 1 of this phase of the Site Development Project has been completed and Phase 2 has started.</p> <p>Stage D plans are available for the remaining phases and planning permission has been granted.</p> <p>The overall budget this phase was £3 million, of which the accessibility areas are a part. The installation of the platform lift is costed at £50,000 and plans are at a final stage.</p>	<p>4 years to include fundraising and construction work.</p>	<p>All areas of the Millgate and Nicholls Buildings will be accessible to staff, students and visitors with SEND (where appropriate).</p>	

			The work to Millgate House is being funded by the School from its reserves and donations. The other work will be funded from future donations.			
Drama classrooms and studio	<p>Physical access is not currently possible for wheelchair users and very difficult for those with mobility issues.</p> <p>Estates budgets remain under consideration with a view to making access possible as follows:</p> <ul style="list-style-type: none"> • ideally, two stair lifts or lifts would need to be installed to allow access: from the yard to the lower level; and, once inside the Drama Studio, from the floor space to the staging area • ideally, three ramps would need to be installed to allow access to: the Drama Studio; once inside, to get to the 	Joint Principals / Bursar	Considerable budget implications.	No dates have been set for this work.	Accessibility of Drama activities for all students.	

	<p>floor space; and, once inside the Classroom, to gain access to the rehearsal space</p> <ul style="list-style-type: none"> alternatively, lessons to be taught in another suitable space by converting an accessible classroom into a 'black box' space with lighting and sound equipment, suitable for practical performance. <p>Until these major changes can be made, if necessary the classes would be taught in an alternative location such as the Waterhouse Building or a G Room.</p>					
Outside areas	<p>Lighting on the playground to be improved.</p> <p>This work has started and is scheduled for completion in 2021/22.</p>	PMc	<p>Estimated at £5,000 and to be funded from the School's annual maintenance budget.</p> <p>The work is being carried out by the School's maintenance team.</p>	Academic year 2021/22	The lighting on the playground area will improve the safety of all, including those with visual impairments.	

General	Installation of high contrast steps and accessible (high contrast) signage across the School site in appropriate areas.	PMc	<p>Audit of site and signage required – staff time. Estimated cost of implementation £5,000 to be funded from the School’s annual maintenance budget.</p> <p>The work will be carried out by the School’s maintenance team.</p>	<p>Audit was carried out during 2015.</p> <p>Work has commenced and should be completed by August 2022.</p>	<p>All higher risk steps will be high contrast to aid those with visual disability or mobility issues.</p> <p>Accessible signage will provide those with visual disabilities with clear directions.</p>	
Organise classrooms to promote the participation and independence of all students	<p>Implement a preferred layout of furniture and equipment to support the learning process in individual class bases, performance/practice rooms and examination halls – e.g. students with ADHD to have optimum seating to avoid classroom distraction.</p> <p>Further feedback to be gained via observations from our LSA who will observe specific needs in</p>	BLO	<p>Comp Ed staff to review layouts in addition to existing support provision; and to review Access Arrangements e.g. quiet exam room options; domestic staff to move classroom furniture/ fittings as appropriate.</p> <p>BLO to ask academic/instrumental staff to alert Comp Ed if they are experiencing any</p>	September 2021- 2022	<p>Lessons accommodate the needs of individual students thereby increasing access to the curriculum.</p> <p>Students feel more comfortable in class.</p>	

	the classroom and report back to BLO.		<p>students who find their current environment challenging –e.g. this could be in response to ‘geography’ of the room or light sensitivity etc.</p> <p>Continue to provide ‘Timeout’ cards which allow a student to leave to go to a pre-planned and agreed prescribed place – e.g. House Office, Medical, Comp Ed, Library.</p>			
--	---------------------------------------	--	--	--	--	--

References

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.legislation.gov.uk/ukpga/2010/15/contents>