



ACCESSIBILITY PLAN 2015-2018 (formerly known as the SENDA Plan)

This Accessibility Plan covers the period from September 2015 – August 2018 and follows on from the previous plan that covered the period from September 2012 to August 2015.

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 SEN/disabled students are not discriminated against. 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 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 and inclusion.

The School recognises its duty to ensure that less favourable treatment should not occur in the School, particularly in the following areas:

- application and recruitment procedures for staff and students, including student auditions
- curriculum
- teaching and learning
- timetabling, classroom and School organisation and setting
- homework/prep
- interaction with peers, school clubs/extra-curricular activities
- assessment and exam arrangements
- pastoral care, School rewards and sanctions
- preparation of students for their next phase of education
- health and safety of students, staff and visitors.

The School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the School. The Accessibility Plan will contain relevant actions to:

- Improve the extent to which students with disabilities can participate in the School’s curriculum. This covers teaching and learning 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 disabled students of **information** which is readily accessible to students who are not disabled. Examples might include handouts, timetables, textbooks 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 disabled students, staff and visitors 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 disabled users.

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 a need for ongoing 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 during 2015 that has informed this Plan. The Audit will then be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

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

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

BLO/SN/CN

Reviewed September 2016

Approved by the Governing Body 31 Jan 2017

Updated 13th March 2017

Updated 9th January 2018

Approved by the Governing Body 16 January 2018

Next review August 2018

Chetham's School of Music School Accessibility Plan 2015-2018
Improving the Curriculum Access

Aim	Activity	Lead Person	Resource implications	Success Criteria	Timescale
Train teachers on further differentiating the curriculum	Undertake an audit of homework arrangements as part of annual work audit/sharing good practice activities, based on various staff meetings and student input (via interviews and forum)	CN (DH - Curriculum)	Existing staff time in teaching, interviewing and related meetings	All teachers are able to more fully meet the requirements of all students' needs, thereby increasing access to the curriculum	Including updates at staff INSET days, September 2015-16, implementation from October 2015
Ensure educational support covers extra-curricular areas and activities	Liaise with House and Recreation staff through Heads of House and Heads of Department meetings	BLO (Head of Comp Ed)/CR (DH-Pastoral)	Head of Comp Ed to update NOTALIST, record of departmental provision, as appropriate	Accessibility to extra-curricular area and activities for all students. Students feel supported during and after working hours.	September 2015- July 2017 BLO delivered SEND training to House Staff on 12.2.17 with the express intention of highlighting SEND needs of our students and how they can be helped and supported
Organise music programme (instrumental tuition, workshops and practice) across all departments to ensure parity of provision/ opportunity	Monitor and review through music management team and Outreach Department	ST (Director of Music)	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	Instrumental lessons, workshops and practice sessions accommodate the needs of individual students, thereby increasing access to the curriculum	On-going, but specifically in preparation to provide for particular need(s) from September 2015. In 2016 BLO attended Music management meeting to focus on

					ABRSM's access arrangements e.g. extra time for sight-reading
Plan all out-of-school activities to ensure the participation of the whole range of students	Review all out-of-school provision to ensure compliance with legislation based on feed-back and RAs from pre-visits/visits	IM/CN/CR	Staff time to review existing and new arrangements, and follow up accordingly. Additional member of staff for identified students who require additional support and guidance	All out-of-school activities will be conducted in an inclusive environment with providers that comply with legislative requirements, thereby increasing in access to all school activities for all SEN/disabled students. Specifically named students will feel comfortable on trips when out of the School routine	Monitoring and review of activities to be continued in this cycle until July 2018. In 2016 BLO together with CR (Dep Head pastoral) compiled a list of students who should always have specific 1:1 support in place for trips, external concerts and in some cases internal concerts
Raise awareness of disability issues for governors	Provide training for governors	BLO (Head of Comp Ed)	Agenda time at governors' meeting; training by BLO as part of her Comp Ed role	Extending awareness of issues relating to Access to an additional group within the school community, leading to a more inclusive school environment	Governing Body meeting 2017
Further develop links with LAs and other outside agencies regarding support needs, including Education Health Care Plans (EHCP)	Liaison between School and agencies; all potential support needs/routes explored	BLO (Head of Comp Ed)	Head of Comp Ed management time. Additional support time for students who do not meet the criteria for an EHCP but who are nevertheless emerge as having needs over and above the normal Comp Ed provision	Student support needs to be identified and addressed as appropriate	On-going, but specifically in preparation to provide for particular need(s) from 1 September 2015. BLO has built extensive

					links with three local authorities regarding EHCPs CAFs etc.
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Chetham's School of Music School Accessibility Plan 2015-2018
Improving the Delivery of Written Information

Aim	Activity	Lead Person	Resource implications	Success Criteria	Timescale
Widen accessibility of written material, e.g. make available prospectus, newsletters and other information for SEN/ disabled students, their parents/carers and staff in alternative formats	Review all current publications and promote the availability in appropriate formats, e.g. review documentation to ensure accessibility for students with visual impairment	AK (Information Manager) in collaboration with Marketing and Development (website) and Compensatory Education	AK time to review and update communication channels as needed	Provision of enhanced written information in various formats when required for particular purposes to suit individual needs (e.g. coloured versions for particular processing needs, enlarged versions for visually-impaired needs)	September 2015 - July 2018. This is ongoing and via routes such as Access Arrangements in academic and music exams – e.g. extra-time for processing

Chetham's School of Music School Accessibility Plan 2015-2018
Improving the Physical Access

Area	Activity	Lead Person	Resource implications	Timescale	Success criteria
School Entrance	Improve the access over the cobbles through the arch and round to the New School 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	A temporary ramp has been purchased to be used at the front door to College House to allow wheelchair users to access the Head's, Bursar's and Admin offices.	PMc	£500 for equipment to be paid from the School's maintenance budget. The work was carried out by the School's maintenance team.	Autumn term 2015. COMPLETED	Wheelchair users and others with limited mobility are able to more easily access the offices in College House.
College House including the Library/Compensatory Education	Physical access to the Library/Compensatory Education area would not be possible for wheelchair users. Action plans have been prepared by the relevant Heads of Department to show how access to the resources provided by the Library and Compensatory Education Department can be achieved if students cannot physically access the area.	BLO/GW	Staff time to produce the action plan. Possible financial implications once the action plan is produced include equipment and staffing costs.	Action plan to be drawn up during the Autumn term 2015 for implementation as required. COMPLETED	An agreed and costed action plan has been produced and the necessary actions have been carried out to allow all students to access the resources of the Library and Compensatory Education Department.
Millgate and Nicholls Building (Boys' House and Victoria House and Dining Room)	The School's aim is for work to take place over the next five years to upgrade all accommodation in the Millgate and Nicholls Buildings, including installing a platform lift to Victoria House and the Laundry (when the Laundry is relocated). This work will take account of disabled access including fully accessible bedrooms for SEN/disabled students in Boys' House and for all SEN/disabled people to the other non-boarding areas.	Feoffees of Chetham's Hospital / Head / Bursar	Stage D plans are available for this phase of the Site Development Project and planning permission has been granted. The overall budget this phase is £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. The work may be funded from the Site Development Project Fund. Update January 2018: New plans are to be drawn up with	5 years to include fundraising and construction work.	All areas of the Millgate and Nicholls Buildings will be accessible to SEN/disabled staff, students and visitors (where appropriate).

			an indicative budget of £5 million. Funding will be externally sourced.		
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 are 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 floor space; and, once inside the Classroom, to gain access to the rehearsal space • 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. 	Head / Bursar	Considerable budget implications.	No dates have been set for this work.	Accessibility of Drama activities for all students.
Outside areas	Lighting on the playground to be improved.	PMc	Estimated at £5,000 and to be funded from the School's annual maintenance budget. The work will be carried out by the School's maintenance team.	Academic year 2017/18.	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 signage across the School site in appropriate areas.	PMc	Audit of site and signage required – staff time. Estimated cost of implementation £5,000 to be funded from the School's	Audit was carried out during 2015. Work has commenced and should be	All higher risk steps will be high contrast to aid those with visual disability or mobility issues.

			annual maintenance budget. The work will be carried out by the School's maintenance team.	completed by August 2018.	Accessible signage will provide those with visual disabilities with clear directions.
Organise classrooms to promote the participation and independence of all students	Review and 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.	BLO	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.	September 2015- August 2018.	Lessons accommodate the needs of individual students thereby increasing access to the curriculum.