



ACCESSIBILITY PLAN 2018-2021

This Accessibility Plan covers the period from September 2018 – August 2021 and follows on from the previous plans that covered the period from September 2012 to August 2018.

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. 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 an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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 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

- behaviour and discipline
- health and safety of students, staff and visitors
- preparation of students for their next phase of education.

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, 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 disabled students of information which is readily accessible to students who are not disabled. Examples might include hand outs, 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 be revisited at the appropriate time in order to inform the development of future Plans.

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.

Reviewed September 2016 BLO/SN/CN
 Approved by the Governing Body 31 Jan 2017
 Updated March 2017 BLO/SN/CN
 Updated January 2018 BLO/SN/CN
 Approved by the Governing Body 16 January 2018
 Updated January 2019 SN/NS/BLO
 Approved by the Governing Body 14 February 2019

Updated December 2019 SN/NS/ BL
 Approved by the Governing Body 9 January 2020

Chetham's School of Music School Accessibility Plan 2018-2021
Improving the Curriculum Access

Aim	Activity	Lead Person	Resource implications	Success Criteria	Timescale
Train teachers on further differentiating the curriculum	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.	NS	CPD budget	All teachers are able to more fully meet the requirements of all students' needs, thereby increasing access to the curriculum	Departmental INSET- as requested Each Music course (October, Feb and July) Annual training.
Ensure educational support covers extracurricular areas and activities	Liaise with House and FTP to provide support for those in need of additional assistance. Update and circulate the list of students and the way to address the extra help they need. BLO to deliver SEND training to House Staff biennially with the express intention of highlighting SEND needs of our students and how they can be helped and supported. This initiative will be developed further to include specific adjustments	NS BLO, IM	Head of Comp Ed & Vice Principal spend time annually updating the SEND info and the Students in need of assistance list. Training time.	Accessibility to extracurricular area and activities for all students. Students feel supported during and after working hours. In Houses, staff have a greater awareness of those students who require additional encouragement/support/understanding beyond the classroom setting. Students' access to School trips is fully inclusive.	Annually- September. Lists updated and training provided according to new students or changes to circumstance.

	<p>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. Increasing in access to all school activities for all SEN/disabled students.</p>				
<p>Organise music programme (instrumental tuition, workshops and practice) across all departments to ensure parity of provision/opportunity.</p>	<p>BLO to attend Music Management meeting to focus on ABRSM's access arrangements e.g. extra time for sight-reading. 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. BLO should also be consulted by the instrumental tutor or the relevant HoID.</p>	TR BLO	<p>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>	<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>	<p>On-going, but specifically in preparation to provide for particular need(s) Jan 2020 training for HOIDs</p>

		NS SH IM	Planning time for trips	Specifically identified students will feel comfortable on trips when out of the School routine.	At the event of each trip or planning of co-curricular activity
Raise awareness of disability issues for governors	Provide training for governors	BLO	Agenda time at governors' meeting; training by BLO as part of her Comp Ed role. Agenda item to be arranged.	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 2020
Ensure PRS/ PHSEE policy and curriculum reflects the National Guidance for Sept 2020	Policy and Schemes of work re-written, parental & student consultation	NS AK	Management time, time to review	Explicit inclusion of Mental Health, Wellbeing, Relationships including LGBT++ and specific reference to protected characteristics.	September 2020

Chetham's School of Music School Accessibility Plan 2018-2021
Improving the Delivery of Information

Aim	Activity	Lead Person	Resource implications	Success Criteria	Timescale
<p>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</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 processing needs, enlarged versions for visually impaired needs) The updated website and STREAM to be continue with updates to remain appropriate for impaired users.</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>AK BLO Marketing</p>	<p>Training time for Comp Ed dept. time to review and update</p>	<p>Students will have fully accessible information in a suitable format for their needs.</p>	<p>2019-2021</p>

Chetham's School of Music School Accessibility Plan 2018-2021
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 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 would not be 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 physically access the area.	N/A	None	N/A	All students can access the resources of the Library and Compensatory Education Department.
Millgate and Nicholls Building (Boys' House and Victoria House and Dining Room)	Work has commenced to significantly upgrade the boys' boarding accommodation in the Millgate Building and other non-boarding areas in the Millgate and Nicholls	Feoffees of Chetham's Hospital/Principal/Bursar	Phase 1 of this phase of the Site Development Project has been completed and Phase 2 has started. Stage D plans are available for the remaining phases and planning permission	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

	Buildings, including installing a platform lift to Victoria House and the Laundry (when the Laundry is relocated). This work is taking 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.		has been granted. 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. The work to Boys' House is being funded by the School from its reserves and donations. The other work may be funded from the Site Development Project Fund.		(where appropriate).
Drama classrooms and studio	Physical access is not currently possible for wheelchair users and very difficult for those with mobility issues. Estates budgets are under consideration with a view to making access possible as follows: <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 	Principal / Bursar	Considerable budget implications.	No dates have been set for this work.	Accessibility of Drama activities for all students.

	<p>space to the staging area</p> <ul style="list-style-type: none"> • 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. <p>Until these major changes can be made, if necessary the classes would be taught in an alternative location such as Whiteley Hall or a G Room.</p>				
Outside areas	Lighting on the playground to be improved. This work has started and is scheduled for completion in 2020/21.	PMc	Estimated at £5,000 and to be funded from the School's annual maintenance budget.	Academic years 2019/20 and 2020/21	The lighting on the playground area will improve the safety of all,

			The work is being carried out by the School's maintenance team.		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 annual maintenance budget. The work will be carried out by the School's maintenance team.	Audit was carried out during 2015. Work has commenced and should be completed by August 2020.	All higher risk steps will be high contrast to aid those with visual disability or mobility issues. Accessible signage will provide those with visual disabilities with clear directions.
Organise classrooms to promote the participation and independence of all students	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. BLO to ask academic/instrumental staff to alert Comp Ed if they are experiencing any students who find their current	September 2019 - 21	Lessons accommodate the needs of individual students thereby increasing access to the curriculum. Students feel more comfortable in class.

			<p>environment challenging -e.g. this could be in response to 'geography' of the room or light sensitivity etc. 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>		
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