



COOMBE
WOOD
SCHOOL

Accessibility Plan

Policy Area

Key Document

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Version

1.0

Last Updated

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Next Review

Policy to be reviewed annually – May 2019

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind, in line with our core values and school Mission Statement:

Displaying and developing the human values of teamwork, respect, enjoyment, discipline and sportsmanship in our daily lives, as we journey together towards discovering and reaching our true personal bests.

TEAMWORK RESPECT ENJOYMENT DISCIPLINE SPORTSMANSHIP

The plan will be made available online on the school website, and paper copies are available upon request.

2. Legislation and guidance

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 pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students with additional specialist transition class teaching where appropriate.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>The Lightbox is used as required to support students in accessing the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>					

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ramps Corridor width Disabled parking bays Disabled toilets and changing facilities Adjustable height desks in every classroom 					
<p>Improve the delivery of information to students with a disability</p>	<p>We strive to communicate effectively with all students and parents / carers. Forms of communication include email, website, Twitter, SIMS learning platform, student diary, letter, phone, face to face meetings, parent information evenings, pastoral HOY evenings, parents evenings, school reports.</p> <p>We strive to meet every student in every primary school as part of our Y6 to Y7 transition programme and within these meetings, to ascertain from primary staff whether or not these forms of communication are appropriate. We then adjust</p>					

	our planning accordingly to ensure miscommunication does not happen where additional needs may exist.					
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4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Advisory Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality opportunities policy
- SEND policy
- Medical policy and procedures