



# Accessibility Plan

<b>Member of Staff Responsible</b>	Chief Executive Officer
<b>Relevant guidance/advice/legal reference</b>	<a href="#">schedule 10 of the Equality Act 2010</a> and the Department for Education (DfE) <a href="#">guidance for schools and trusts on the Equality Act 2010</a> . The Key SEND trust lead
<b>Approved by</b>	Board of Trustees (LGB approves at school level)
<b>Date of Policy</b>	May 2022
<b>Review Cycle</b>	3 years
<b>Date of Next Review</b>	May 2025
<b>Website</b>	Yes

This policy is divided into two sections.

**Section 1:** Is common to all schools in The 3-18 Education Trust. In this policy, Section 1 refers to the purpose and scope of the policy, along with our values.

**Section 2:** Refers to the detail of how the policy is implemented at Coleham School, given the accessibility policy is highly contextualised based on the intake and infrastructure, Section 2 indicates the constraints and opportunities of accessibility, along with the required Action plan.

## **Section 1:**

### **Purpose, aims and scope of the Accessibility Plan**

Schools and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with those without a disability.

The purpose of the Accessibility Plan is to show how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan outlines the aims of our schools to enable access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum.
2. Improving the physical environment of the school to increase the extent to which pupils with disabilities can access facilities
3. Improve the availability of accessible information to pupils with disabilities.

We also wish to ensure staff, governors and parents/carers are aware of the way of previous and ongoing work to make the school and the curriculum accessible for all students, in order to participate in the school curriculum. When new students join the school with needs that relate to this policy, we will consider their needs with reference to this policy.

Our trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Accessibility Plan complements and supports the Equality Information & Objectives Policy and the SEND Policy. Further reference can be made to policies on behaviour, risk assessment, health and safety, supporting pupil with medical conditions, SEND and the school development plan.

### **Trust principles and values**

Our trust mission is that every individual is in a great school and the vision for our students is that they leave us accomplished, independent, resilient, compassionate young people, with choices and opportunities ahead of them.

The 3-18 Education Trust is committed to ensure the accessibility of its schools for pupils, staff and stakeholders. The Equality Act 2010 legislation means that schools cannot unlawfully discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, sex and sexual orientation. (See Equality Information & Objectives Policy)

We aim to provide an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within each school.

**Definition of Disability**

A person has a disability 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 carry out 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'.

## Section 2:

### Physical Assessment of premises

### Implementation responsibility

Accessibility at Coleham School				
Target	How is this achieved and actions	Time scale for actions	Lead	Success criteria
<b>Aim 1: Increasing access to the curriculum for pupils with disabilities</b>				
Ensure that reception starters and mid –term transfer pupils are all reviewed for any potential disability to best provide them support as quickly as possible.	<ul style="list-style-type: none"> <li>All previous settings are written to and SEND information is requested within this letter.</li> <li>All pupil registration forms are reviewed.</li> <li>The SENDCO will lead the school showaround tour for any new starter with a potential special educational need or disability.</li> <li>EYFS Induction gives opportunities to meet children, families and pre-school settings to identify pupil needs.</li> <li>Staff are pro-active in finding out as much about the children prior to starting.</li> <li>Additional meetings with parents, health professionals when a pupil is identified with additional needs.</li> <li>Staff training for pupil’s additional needs.</li> </ul>	Ongoing	Admin staff Business Manager SENDCO EYFS Leader Health Co-ordinator	<ul style="list-style-type: none"> <li>Staff awareness during admissions/induction/enrolment process.</li> <li>Additional needs identified as soon as possible.</li> <li>Procedures, resources, training in place as soon as possible, prior to pupil starting wherever possible.</li> </ul>
Teachers adapt the curriculum to support the children’s individual needs.	<ul style="list-style-type: none"> <li>Staff aware of responsibility to provide ‘high quality first teaching’ including appropriate differentiation for and planning for a variety of learning styles.</li> <li>SLT monitoring provide opportunity for teacher</li> </ul>	Ongoing	All staff SENDCO	<ul style="list-style-type: none"> <li>Pupils with additional needs are supported in the classroom to access the whole curriculum and make expected progress.</li> </ul>

	<p>to discuss how different children are supported in lessons.</p> <ul style="list-style-type: none"> <li>• Support from the SENDCO</li> <li>• CPD sessions at staff training (teachers &amp; TA's) and support/advice at Phase Leader meetings.</li> <li>• Hints and tips for students shared and reviewed regularly on student support plans.</li> <li>• Consultation/advice with external professionals</li> <li>• High aspirations and inclusive approach for all pupils.</li> </ul>			<ul style="list-style-type: none"> <li>• All Pupils access Coleham's Creative curriculum and make good progress relative to their starting points.</li> <li>• Increase in pupil's self-esteem as they work alongside their peers.</li> </ul>
Learning support/interventions	<ul style="list-style-type: none"> <li>• All additional needs are recorded on the Costed Provision Maps and monitored termly.</li> <li>• Regular scrutiny from SENDCO, TA Leader &amp; SLT.</li> <li>• Targeted, timely Interventions impact monitored and work adjusted accordingly.</li> <li>• Good quality resources and investment in CPD training/coaching for staff.</li> </ul>	Ongoing	All staff SENDCO/TA Leader	<ul style="list-style-type: none"> <li>• Pupils are able to work on improving their literacy and numeracy to support in all subject areas across the curriculum.</li> <li>• Intervention targets achieved and pupils removed from extra support.</li> <li>• Pupils of all abilities can access curriculum in full.</li> </ul>
Referral to external professionals.	<ul style="list-style-type: none"> <li>• Referral to SEND specialists-Speech and Language, Educational Psychologist, Hearing Impairment Team, In school Dyslexia screening, ASD specialists and adoption of their suggestions.</li> <li>• Specialist SEND equipment for individuals (stools, fidget toys, writing slopes, pens/pencils, sensory tents etc)</li> </ul>	Ongoing	Teachers SENDCO	<ul style="list-style-type: none"> <li>• Individual Pupils needs are met and adjustments mean they can access the curriculum and overcome barriers to learning.</li> </ul>

Rigorous monitoring of assessment data-including SEND	<ul style="list-style-type: none"> <li>Regular data analysis including analysis of the attainment and progress of different 'groups' within year groups to ensure every individual is making the expected progress and barriers to learning are identified and supported.</li> <li>Insight system allows quick, easy access to data for teachers at all times which can be filtered to exact criteria.</li> </ul>		Teachers SLT	<ul style="list-style-type: none"> <li>Progress is made towards targets</li> <li>Narrowing of gaps for key groups of children.</li> </ul>
The system for pupil medical needs is regularly monitored.	<ul style="list-style-type: none"> <li>Medical needs are regularly updated and briefed to staff at team meetings.</li> <li>Medical training is in place.</li> <li>Care plans produced for individual pupils with medical needs.</li> <li>Medical needs are reviewed via termly audits.</li> <li>Medical needs should not be a barrier to accessing the curriculum and reasonable adjustments are made to ensure a fully inclusive approach.</li> </ul>	Ongoing	All Staff Business Manager/Health Co-ordinator	<ul style="list-style-type: none"> <li>Medical needs are met.</li> <li>Adjustments made so pupils can actively participate with their peers.</li> </ul>
To ensure all trips and visits and extra-curricular activities allow participation of all pupils.	<ul style="list-style-type: none"> <li>Inclusive approach built into school policies</li> <li>Trips and visits organised with inclusive centres/providers with a range of facilities.</li> <li>Teachers identify any potential barriers to inclusion and any adaptations needed to overcome them.</li> <li>Opportunities for all re activities, trips, clubs, enrichment, community events.</li> </ul>	Ongoing	Teachers Business Manager	<ul style="list-style-type: none"> <li>Wide participation from all pupils.</li> <li>All students are included in extra-curricular activities which help develop their social skills, confidence and resilience.</li> </ul>
To ensure pupils (and staff) with hearing impairments	<ul style="list-style-type: none"> <li>Staff trained in use of hearing loops where necessary</li> </ul>	Ongoing	All staff SENDCO	<ul style="list-style-type: none"> <li>Pupils can hear what is being said in the classroom.</li> </ul>

<p>have access to the curriculum</p>	<ul style="list-style-type: none"> <li>• Staff remind parents to provide, and charge equipment</li> <li>• Speech reinforced with visual back-up print, pictures, concrete materials</li> <li>• One to one support classroom</li> <li>• All staff in school aware of pupils with hearing disabilities</li> <li>• Liaison with Sensory Inclusion Service</li> <li>• Consider where learning takes place- adjustments made for other rooms in school where sound delivery is an issue.</li> </ul>			<ul style="list-style-type: none"> <li>• Pupils can access the curriculum and wider school life.</li> <li>• Pupils are making progress</li> </ul>
<p>To ensure pupils with English as an additional language have access to the curriculum.</p>	<ul style="list-style-type: none"> <li>• Speech reinforced with sign language, visual prompts and resources and TA support.</li> <li>• All staff to be aware of pupils with EAL.</li> <li>• Liaison with families, translator, support services.</li> <li>• Staff to learn a variety of phrases of child's first language.</li> <li>• School are pro-active in engaging families into the wider school life and community events and providing assistance with school communications where language is deemed a barrier.</li> </ul>	<p>Ongoing</p>	<p>All staff</p>	<p>Pupils are happy, engaging with individuals in school and making progress.</p>
<p>To provide access to curriculum for visibility impaired pupil</p>	<ul style="list-style-type: none"> <li>• 1-1 support at all times</li> <li>• SENDCO &amp; External agencies review provision and pupil progress</li> <li>• Curriculum is adapted for pupil</li> <li>• Specialist ICT resources, books printed, etc</li> <li>• 60 font print, simple clear layout</li> </ul>	<p>Ongoing</p>	<p>All staff</p>	<ul style="list-style-type: none"> <li>• Pupil and family are happy and pupil is meeting targets.</li> <li>• Recommendations from external recommendations are being met</li> </ul>

	<ul style="list-style-type: none"> <li>• Bold colour contrasts</li> <li>• Tactile curriculum</li> <li>• Commentary on what is happening</li> <li>• Break out room provided to support curriculum</li> <li>• Hi-Vis jackets at lunchtimes</li> </ul>			
<b>Aim 2: Improve and maintain access to the physical environment</b>				
To provide access for wheelchair users	<ul style="list-style-type: none"> <li>• Ground floor site</li> <li>• Disabled toilet access in main building.</li> <li>• Ramps to main building, EYFS, The Cabin &amp; conservation area.</li> <li>• Access main internal routes and doorways.</li> <li>• Most door release at wheel chair height</li> <li>• Seating and desks would need to be adjusted for the individual</li> </ul>	Ongoing  As individual needs arise	Business Manager	Wheel chair users could comfortably access the site, their learning or work and any adjustments are made to overcome difficulties.
To provide access for visibility impaired pupil	<ul style="list-style-type: none"> <li>• Changes in levels identified</li> <li>• White paint highlights steps/floor levels</li> <li>• Blinds to reduce glare</li> <li>• Environment audit conducted by Blind Dogs Association</li> </ul>	Met	Business Manager Relevant staff	External professionals are happy on their site visits.
<b>Aim 3: Improve the availability of accessible information to pupils with disabilities.</b>				
To differentiate work to ensure all pupils are able to progress in their learning	<ul style="list-style-type: none"> <li>• To provide Quality Teaching and a range of resources to allow for differentiation and personalisation of pupils work.</li> <li>• Effective use of Teaching Assistants in classroom.</li> <li>• Rigorous assessment from SLT</li> <li>• Lesson looks and professional dialogue to hone and share best practise.</li> <li>• Accessible information to families</li> </ul>	Ongoing	All staff	Pupils needs are being met through differentiated materials, questioning and support enabling children to make progress.



<p>To provide CPD opportunities to cover a wide range of SEND needs such as Autism, Dyslexia etc</p>	<ul style="list-style-type: none"> <li>• Quality Staff CPD monitored and researched by SENDCO</li> <li>• Creating staff SEND specialisms within the team</li> <li>• Staff to share and learn from each other</li> <li>• Trust SEND Audit findings to share best practise</li> <li>• Support for interventions from SENDCO and TA Leader</li> </ul>	<p>Ongoing</p>	<p>All staff SENDCO SENDCO/TA Leader</p>	<p>Information on how to support individual pupils is part of a CPD process and staff can confidently and knowledgably support pupils.</p>
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