

THE COTSWOLD SCHOOL – POLICY DOCUMENT



Policy:	Accessibility Plan
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Authorised by:	Governing Body
Updated by:	Mrs C Grover, Mr C Edwards, Mrs M Tye, Mrs J Illingworth

This policy should be read in conjunction with the following closely linked policies:

- *Anti-bullying*
- *Pastoral Care*
- *SEN Information Report*
- *First Aid*
- *Child Protection and Safeguarding*
- *Attendance*
- *Teaching and Learning*
- *Equalities*

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Vision and Values

Our school fully supports the vision namely:

- We believe that all children and young people have the right to be healthy, happy and safe, to be loved, valued and respected; and to have high aspirations for their future

Our school endorses the definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life

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

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

The school supports any available partnerships to develop and implement the plan.

The school will seek the advice of the Advisory Teaching Service / Occupational Therapy.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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/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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

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 pupils with a disability	Our school offers a differentiated curriculum for all pupils.	To further develop use of The Hub to meet the needs of vulnerable and disabled students, including those struggling with mental health (SEMH).	Implementation of a more personalised curriculum. Use of Work Experience.	CE, JI, SP. Subject leaders	July 19	Pupil's well-being, attendance and attainment improvement due to effective use of differentiated curriculum.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	To continue to ensure resources are accessible visually and in terms of literacy levels. To further develop a range of resources for students with MLD.	TAs / Teachers enlarge resources for VI students, provision for dyslexic students. SENCo/Deputy SENCo to provide further resources.	All teaching staff. JI, CTh	Ongoing July 19	Pupils successfully accessing the curriculum as evidenced by data, grade cards, reviews, assessment and exam results.
	Curriculum resources include examples of people with disabilities.	To further develop PSHE resources SMSC/ Tutor time resources include examples of people with disability.	Review of the PSHE programme. SMSC resources – Staff Shared Area. Assemblies on disability	JC, HH, HoY	July 19	SMSC / PSHE resources include examples of people with a disability.

	<p>Curriculum progress is tracked for all pupils, including those with a disability. SEND monitoring and reviewing takes place on a termly basis. Targets are set effectively and are appropriate for pupils with additional needs as evidenced by SEND Monitoring and Reviewing process by Form Tutors, SEND Team, Pupil Profiles, communication with parents.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To further review Year 9 curriculum to ensure that it meets the needs of all learners.</p>	<p>Curriculum reviewed at SLT – particularly focus on Y9 and GCSE options to look at introduction of Leisure and Tourism course alongside other vocational provision.</p>	<p>CE, SLT</p>	<p>Ongoing</p> <p>July 18</p>	<p>Data, grade cards, Pupil Profiles show ongoing monitoring / tracking of pupil progress.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to meet the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Wheelchair access to school foyer and main entrance • Designated parking bays at front and rear of school • Disabled toilets and disabled bathroom with hoist to meet the needs of wheelchair users • All new building projects have disabled access and lifts 	<p>To further improve access for wheelchair users by:</p> <ul style="list-style-type: none"> • Investigating the cost of new doors from the court yard into the main school building • Also look at the cost of replacing the door out of Learning Support onto the walkway 	<p>MT to gain quotes – referred to Governors.</p> <p>MT to gain quotes – referred to Governors.</p>	<p>MT, SLT, Governors</p> <p>MT, SLT, Governors</p>	<p>July 18</p>	<p>New doors in place if Budget permits.</p>

	<ul style="list-style-type: none"> • PEP plans in place for emergency evacuation • Ramps in place 	<ul style="list-style-type: none"> • Ensure that coloured markings on all stairways and steps are introduced and maintained. • Ensure that these are put in place in the new Sixth Form block and the Maths block for visually impaired 	<p>GD to introduce and maintain.</p> <p>GD to put in place</p>	<p>GD – Site team</p> <p>GD – Site team</p>	<p>July 18</p>	<p>Coloured markings in place on all stairways.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<ul style="list-style-type: none"> • To further improve internal signage to help visually impaired • To introduce new signage with pictorial or symbolic representations to help students with ASD, MLD and other additional needs • To investigate the introduction of an Induction Loop at Main School Reception / Hall for hearing impaired 	<p>Introduce new signage around the school</p>	<p>Jl, CT, JH to investigate and introduce</p> <p>MT</p>	<p>December 18</p> <p>December 18</p>	<p>New improved signage in place.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

5. Links with other policies

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

(23 - 04-2018)

ratified by Governors and
signed as such by The Chair of Governors

This policy is written and administered with due regard to our duty and commitment as a school: to consider all aspects of equality and diversity.

Appendix 1: Accessibility audit

Feature	Reviewed by /when	Actions to be taken	Person responsible	Date to complete actions by
Approach Routes and Street Furniture	MT / BH March 18	Some paving slabs are uneven and may require relaying, particularly around old gym area – to be reviewed with SEN team	MT / Site team	August 18
Car Parking	MT / BH March 18	Designate a new spot by the old sixth form doors. Re-paint all car parking lines.	MT / Site team	August 18
External Ramps	MT / BH March 18	No issues identified		
External Steps	MT / BH March 18	Visual and tactile warnings at the top and bottom of steps required and handrails and nosings need to be colour contrasted	MT / Site team	August 18
Entrances	MT / BH March 18	Look at possibility of an automated opening for the main front door. Look at fitting an induction loop for hard of hearing in key parts of the school	MT / Site team	August 18
Reception Areas and Lobbies	MT / BH March 18	No issues identified		
Corridors and internal surfaces	MT / BH March 18	Review access and potential for new fire doors through main corridor area. Find solution for DT5 (narrow door) and entrance to girls gym (small corridor that is too narrow for a wheel chair to turn). CS1/2/3 corridor unsuitable for	MT / Site team	August 18

		wheelchair access. Find solution for bags that potentially block access and exit from the canteen.		
Internal doors	MT / BH March 18	To determine risk level for doors where the vision panel is small, too high or covered. Most doors are difficult to open independently by a wheelchair user. To ensure key doors that prevent independent access around the main parts of the school (main corridor, SEN, canteen, key entrances, exits) have automatic opening,	MT / Site team	August 18
Internal ramps	MT / BH March 18	No issues identified		
Internal stairs	MT / BH March 18	No issues identified		