

	<b>Name of School</b>	<b>Corbets Tey School</b>
	<b>Policy Adopted Date</b>	<b>19/06/2017</b>
	<b>Next Review Date</b>	<b>19/06/2018</b>
	<b>Reviewed by</b>	<b>Governors Name:</b> T. Williams <b>Governors Signature:</b> 

## Accessibility Plan

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from April 2016 – April 2020.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, 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.
3. The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **Physical Environment** of the school, adding specialist facilities as necessary in line with budgetary allowance. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the **Curriculum** for pupils with a physical disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of **Specialist Aids and Equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **Written Information** to pupils, staff, parents and visitors with disabilities. 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.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Curriculum Policy
  - Equality and Diversity Policy
  - Single Equality Policy
  - Health & Safety Policy
  - Inclusion Policy
  - Special Educational Needs Policy
  - Behaviour Policy
  - School Development Plan
  - Asset Management Plan
  - School Prospectus
  - Teaching and Learning Policy
8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
10. The School Website will make this Accessibility Plan available to view.
11. The Plan will be monitored through the Teaching and Learning and Leadership and Management Governor Committees.
12. The school will work in partnership with the local education authority in developing and implementing this plan.
13. The Plan will be monitored by Ofsted as part of their inspection cycle.

This Plan will be reviewed on an annual basis as each year we admit children with individual needs that we are committed to meeting as quickly and effectively as possible.

## Corbets Tey School School Accessibility Plan Progress Report 2016-2017

### Improving the Physical Access at Corbets Tey School

Ongoing audits are carried out and a number of recommendations have been made. These are included in the school's 5 year site development plan

**Short term – 1 -2 years**

**Red = Not Started**

**Medium term 3-5 years**

**Orange = Started**

**Long term 5-10 years.**

**Green = Achieve/Complete**

Access Report Ref.	Item	Activity	Timescale	Status
1	Main Entrance	Replace existing main entrance double doors with a pair of DDA compliant doors	Short term	Completed 01/09/12
2	Main Corridor	Replace existing double doors in main corridor leading to Maple Class with a pair of DDA compliant doors.	Short term	Completed 2015
3	External doors to Junior playground	Replace external double doors with a pair of DDA compliant doors	Short Term	Completed 2011 – Now converted to auto opening door with swipe security system 01/09/12
5	Junior toilets ground floor	Complete refurbishment of ground floor toilets to improve DDA access	Long term	£15,000 – (Phase 1 2018-2019)
6	Junior stairwell	Handrails with colour contrasted DDA handrails.	Short Term	Quote obtained £100 due to be completed in 2017-2018
7	Junior toilets first floor	Complete refurbishment of both girls and boys toilets to improve DDA access	Long term	£15,000 – (Phase 1 2018-2019)
8	Junior stairwell	Reconfigure stairwell to incorporate elevator LEA to advice.	Long term	£25,000
9	Main Corridor	Replace existing double doors leading to hall with a pair of DDA compliant doors	Short term	Completed 2015
10	Hall	Replace external single door leading from hall to senior playground with a DDA compliant door	Short Term	Completed 2011 – Now converted to auto opening door with swipe security system 01/09/12
11	Hall	Install DDA compliant ramp or stairlift to split level hall floors.	Long term	2018-2019
12	External Doors leading from lobby to junior playground	Replace external doors with a pair of DDA compliant doors	Short Term	Completed 2011 – Now converted to auto opening door with swipe security system 01/09/12
14	Staff room access	Staff Room building including Re-configure external steps to incorporate DDA compliant ramp and and handrails	Long term	£50,000

15	Ramps to Ash Class & Food Tech toilets	Re-configure external steps, leading to Junior Playground to incorporate DDA compliant ramp and handrails	Long term	£1,800 2018-2019
16	Senior ground floor and first floor toilets (Boys and Girls)	Complete refurbishment of toilet area to improve DDA access	Long term	To be completed as part of the Soft Play Extension project Summer/Autumn 2017
17	Senior Stairwell	Handrails with colour contrasted DDA handrails.	Short term	Quote obtained £100 due to be completed in 2017/18
18	Senior Stairwell	Re-configure senior stairwell to incorporate elevator LEA to advise	Long term	£16,600 completed Aug 2014
19	Post 16	Re-configure external door to incorporate DDA compliant door and ramp	Short term	Completed November 2012
20	Hazel Class	Re-configure steps leading from Palm Class to Senior playground with DDA compliant ramp and hand rails.	Short term	Completed Jan 2013
21	Food Tech toilets	Food Tech Toilets (convert to one sex only with DDA changing room)	Long term	£15,000 2018-2019
22	Sensory changing rooms	Incorporate DDA access and facilities into new sensory playground changing room	Medium Term	Completed July 2012
28	Food Tech	Re-locate new food tech class to ground floor incorporating DDA facilities	Short Term	Completed Jan 2012
29	Hall lower level	Replace existing double doors with a pair of DDA compliant doors	Short term	Quote obtained £1,200 – Planned for 2016/17
30	Soft Play Extension	New extension building to house accessible soft play facilities, including hoist access, available for use by community out of school hours.	Short term	To be completed Summer/Autumn 2017

**Corbets Tey School School Accessibility Plan Progress 2016-2017**

**Improving Curriculum Access at Corbets Tey School**

Target	Strategy	Success Indicators	Timeframe	Desired outcome	Action
Training for teachers on differentiating the curriculum and engagement of all pupils	Staff training on appropriate differentiation and increasing engagement of pupils	All teachers are able to more fully meet the requirements of all children's needs with regards to accessing the curriculum	ongoing	Increased access to the National Curriculum for all pupils in our care.	<ul style="list-style-type: none"> <li>• INSET days and staff meetings focus on differentiation</li> <li>• Ongoing individual teacher support</li> <li>• Increased involvement of TAs of pupil targeting through PAPs</li> </ul>
Training for teachers on differentiating the curriculum with particular focus on physical disability	Review the specific needs for pupils living with a physical disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	ongoing	Strategies and aids used to ensure access for all pupils to overcome barriers to learning.	Paula Holmes – Local Authority Hearing Impairment Specialist Teacher weekly visits to provide advice/support. Lisa Harvey – Specialist Visual Impairment Local Authority Specialist Teacher weekly visits to provide advice and support. OT training sessions
All school activities, trips and out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all activities to ensure compliance with legislation	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	ongoing	Increase in access to all school activities for all disabled pupils	Parent survey monitors accessibility for all.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Pupils access needed resources in classes.	ongoing	Increase in access for all pupils	Learning Charter, learning walks and termly self-evaluation ensures classroom organisation ensures accessibility issues are continually considered
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents  Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	ongoing	Society will benefit by a more inclusive school and social environment	Training Sessions - Sex Education for young people with disabilities. All staff training is related to disability issues and inclusivity.

Low tech and high tech AAC devices utilised to reduce barriers to communication and curriculum access	Establishment of pupil need in terms of school population and ensure school develops in line with need.	School improvement is driven by changing school population. SMT have data to support decision making. Staff are confident in supporting learning.	ongoing	Improved options for supporting pupils with changing needs	Review pupil need and primary communication methods annually Creation of a communication team approach to AAC use in the school. Establish annual data for current practice and AAC use across the school Creation of a whole school plan and policy to define effective systems and implement procedures for use of AAC Consultancy with Kathryn Stowell in specialist/individual AAC use.
Improve parents knowledge and understanding of AAC device use out of school	Training and support	Pupils that need additional communication methods are confident and able to access appropriate equipment and are well supported by the school and parents to do this	ongoing	Improved support and training. Parents will feel confident and supported when communicating with their child on their AAC device	Pupils and parents invited for group and individual training sessions. Support and training will be followed up and reviewed at annual reviews
Integrating and incorporating technology and mobile devices (iPads, etc) to extend and enhance the curriculum creatively and accessibly for all pupils	To ensure that staff have the necessary technology and are confident and competent users of hardware and software and understand the relevance and benefits for pupils learning	Technology is used effectively to enhance teaching and learning across the school. Technology is incorporated into planning and used to deliver robust learning objectives	ongoing	Teachers use technology effortlessly within their teaching. Pupils are proficient in using technology and develop good practical skills.	Whole school Programme of Study linked to Rising Stars resources covering the Computing Curriculum Incorporate new technology such as iPad Apps into the whole school curriculum Deliver training to teachers on using apps to support learning Develop app information sheets, app descriptions and lists linked to curriculum areas. Create homework ideas sheets with links to technology accessible at home Develop wider involvement in computing community to extend and establish school specialist expertise and knowledge of approaches and resources for use in school.
Eye Gaze Technology utilised to reduce barriers to communication and curriculum access	Establishment of pupil need in terms of school population and ensure school develops in line with need.	School improvement is driven by changing school population. SMT have data to support decision making. Staff are confident in supporting learning.	2016/2017	Improved options for supporting pupils with changing needs	Creation of a communication team approach to Eye Gaze Technology use in the school. Establish rationale and practice and Eye Gaze use across the school Creation of a whole school plan and policy to define effective systems and implement procedures for use of Eye Gaze

**Corbets Tey School School Accessibility Plan Progress 2016-2017**

**Improving the Delivery of Written Information at Corbets Tey School**

Target	Strategy	Success Indicators	Timeframe	Desired outcome	Action
To continue to develop use of symbols and pictures to support reading. Develop use of technology (ipads, tablets, etc)	The school will investigate best use of ICT packages to support reading.	The school will be able to provide alternatives to written presentation information in different formats when required for individual purposes	ongoing	Delivery of non – verbal information to pupils with learning difficulties improved	<ul style="list-style-type: none"> <li>• School has 40 ipads;</li> <li>• Staff attend external training sessions;</li> <li>• iPad apps shared with staff and parents</li> </ul>
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	ongoing	Delivery of school information to parents and the local community improved	Offer of alternative formats Trip letters in easy-read/symbolised for all to assist non-literate and EAL families Correspondence provided in alternative first language where needed.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Advice from LSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	ongoing	Delivery of school information to pupils & parents with visual difficulties improved.	<ul style="list-style-type: none"> <li>• Local authority Visual Impairment advisor visits school half-termly;</li> </ul>
Raise the awareness of adults working at and for the school on the importance of effective communication systems for all audiences.	Ongoing in-house and external training courses.	Awareness of issues of target group raised	ongoing	School is more effective in meeting the communication needs of all pupils.	Use of: Visuals to aid understanding Visual Schedules BSL Training/drop in sessions offered BSL singing/signing assemblies bi-weekly to support the development of pupils and staff in learning BSL signs
To make the website more accessible for our users. To increase the range of information on the website	Improve design/accessibility to make website easier to update for staff and easier to find information for users	More parents/staff using the website and accessing important news and information.	Major change in 2015-16 and maintenance ongoing	Making it easier for parents/users to access information through the website. Website represents the school professionally and positively.	Staff consulted on website. External advice and support on best options for most accessible site. Admin staff trained in administrating website.

<p>To develop the use of symbols, pictures and online language translator applications for parent/carer letters and home school diaries</p>	<p>The school will investigate best use of ICT packages to support reading.</p>	<p>The school will be able to provide alternatives to written presentation information in different formats when required for individual purposes</p>	<p>ongoing</p>	<p>Delivery of school information to parents/carers improved</p>	<p>Establishment of parents needs through parent surveys and face to face.  Staff aware of symbols/pictures/translator IT packages  Offer of alternative formats for accessing home/school communication for all parents/carers including our EAL users</p>
---	---	---	----------------	--	---

UNCONTROLLED