

	Name of School	Corbets Tey School
	Policy Review Date	18th November 2020
	Next Review Date	Summer 2021
	Reviewed by	Governor Name: Julie Lamb Governor Signature: 

Accessibility Plan

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 pupils with disabilities to take better advantage of the education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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 2020 – April 2023.

Our school is 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.

The Accessibility Plan contains 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.

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.

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.

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 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.

3. Monitoring arrangements

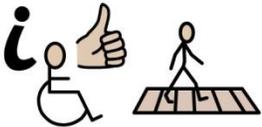
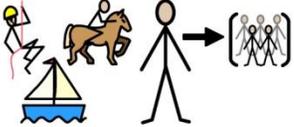
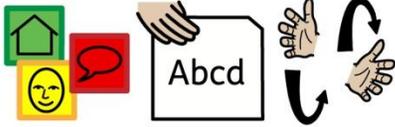
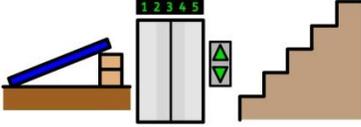
This document will be reviewed every **3** years, but progress against the action plan will be updated annually.

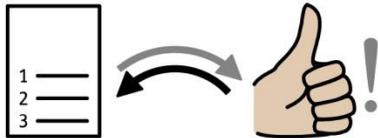
It will be approved by the Teaching and Learning and Leadership and Management Governor Committees.

4. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disability (SEND) policy AND information report
- Supporting pupils with medical conditions policy
- School Development Plan
- Teaching and Learning Policy

Accessibility Policy - Easy Read	
	All students need to be able to learn the best way for them
	All students need to be able to easily move around the school building
	All students need to have the right equipment to support them
	All students need to be safe in the school building
	All students should be able to take part in all activities
	Symbols could be used with words or there could be people who sign in school
	There could be slopes or lifts instead of stairs

	<p>There could be easy-read or large text books for important information</p>
	<p>Equipment should support all students to be able to take part in all activities</p>
	<p>The school has a plan of things to improve in the school</p>
	<p>The headteacher will look at the plan every year to check that the school is making the changes</p>
	<p>The school governors will also check that the headteacher is making the changes</p>
	<p>This means that the school will be as accessible as it can be for everyone</p>
	<p>And everyone will feel valued</p>

Corbets Tey School Accessibility Audit and Action Plan 2020-23

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

Access Audit Ref.	Item	Activity	Timescale	Status
a.	Car park	Resurfacing of the entire car park, line markings, designated parking for people with reduced mobility.	Long term	
b.	Routes and external level change	Install nosings that are readily identifiable on external concrete steps	Short term	Need to seek professional advice on how to fit this on concrete
c.	Reception Counter	Install split level access counter so that counter is suitable for approach and use from both sides by people in seated positions	Long term	Step installed on office side of the counter. Visitor intercom installed.
g.	Lavatories	Consider which standard cubicles could be converted to improve access for ambulant disabled people.	Medium term	
g.	Junior toilets ground floor	Complete refurbishment of ground floor toilets to improve DDA access	Long term	Estimated cost £15,000 – has not been formally quoted and no funding identified
g.	Junior toilets first floor	Complete refurbishment of both girls and boys' toilets to improve DDA access	Long term	Estimated cost £15,000 – has not been formally quoted and no funding identified
e.	Junior stairwell	Cover primary stairs with laminate and install nosing.	Short term	
e.	Junior stairwell	Reconfigure stairwell to incorporate elevator. No elevator access to primary class or training/office area on upper level.	Long term	Estimated cost £25,000 – has not been formally quoted and no funding identified.
e.	Orchard stairwell	Install yellow nosing at change of levels.	Short term	
e.	Orchard stairwell	Install handrail at upper flight of stairs in the Orchard.	Short term	
h.	Staff room access	Staff Room building including Re-configure external steps to incorporate DDA compliant ramp and handrails	Long term	Estimated cost £50,000 – has not been formally quoted and no funding identified
i.	External access to secondary playground and soft play	Install signage to provide directions for external access to the secondary playground and softplay.	Short term	
j.	Means of escape	Visible as well as audible fire alarm system. There are visible indicators in the entrance corridor and Pineapple Class	Medium term	Consider which other areas (if any) should have visible fire alarm system. Not priority as students are supported to evacuate in an emergency.

Short term – 1 -2 years Medium term 3-5 years Long term 5-10 years
 Green = Achieved/Complete Orange = Started Red = Not Started

Corbets Tey School School Accessibility Audit and Action Plan 2020-23

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"> • INSET days and staff meetings focus on differentiation • Ongoing individual teacher support • Increased involvement of TAs of pupil targeting through PAPs
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.

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Improving Curriculum Access at Corbets Tey School

Target	Strategy	Success Indicators	Timeframe	Desired outcome	Action
Arrange suitable access to education for students with healthcare needs who cannot attend school	<p>Plan for consistent provision of education, allowing the student to access the same curriculum and materials that they would have used in school as far as possible.</p> <p>Work with parents and carers to ensure they have the appropriate hardware, software, knowledge and confidence to use Google Tools and other online resources and as appropriate and where possible, provide personalised resources.</p>	Students with healthcare needs who cannot attend school are able to access remote learning.	ongoing	Improved support for students with healthcare needs who cannot attend school.	<p>Establish policy for students with healthcare needs who cannot attend school and remote learning policy.</p> <p>Trial remote learning in two classrooms.</p> <p>Offer remote learning opportunities to students with healthcare needs who cannot attend school</p>
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. SLT have data to support decision making. Staff are confident in supporting learning.	ongoing	Improved options for supporting pupils with changing needs	<p>Review pupil need and primary communication methods annually</p> <p>Creation of a communication team approach to AAC use in the school.</p> <p>Establish annual data for current practice and AAC use across the school</p> <p>Creation of a whole school plan and policy to define effective systems and implement procedures for use of AAC</p> <p>Consultancy with Kathryn Stowell in specialist/individual AAC use.</p>
Improve parent's 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

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Corbets Tey School School Accessibility Audit and Action Plan 2020-23

Improving Curriculum Access at Corbets Tey School

Target	Strategy	Success Indicators	Timeframe	Desired outcome	Action
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. SLT have data to support decision making. Staff are confident in supporting learning.	ongoing	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 to define effective systems and implement procedures for use of Eye Gaze

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Corbets Tey School Accessibility Audit and Action Plan 2020-23

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"> School has 40 iPads; Staff attend external training sessions; IPad apps shared with staff and parents
Make available school brochures, school newsletters, policies 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. Develop easy read versions of school policies for publication on the school website.
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"> Local authority Visual Impairment advisor visits school half-terminly;
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

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Corbets Tey School Accessibility Audit and Action Plan 2020-23

Improving the Delivery of Written Information at Corbets Tey School

Target	Strategy	Success Indicators	Timeframe	Desired outcome	Action
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.
To develop the use of symbols, pictures and online language translator applications for parent/carer letters and home school diaries	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 school information to parents/carers improved	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

Glossary:

DDA	Disability Discrimination Act
LEA	Local Education Authority
EAL	English as an Additional Language
ICT	Information and Communication Technology
AAC	Augmentative and Alternative Communication
OT	Occupational Therapist
SLT	Senior Leadership Team

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