



**Education
Partnership
Trust**

Creating outstanding schools
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and communities

ACCESSIBILITY POLICY



Document Control

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1.0 INTRODUCTION

The purpose and direction of the school's plan: vision and values

1.1 The school aims to provide a new route to success for young people through a Vocational Curriculum within a nurturing environment and has the highest ambitions for all pupils with or without additional needs and disability, and expects them to participate fully in all aspects of school life. We are committed to equal opportunities and engaging young people with exciting and enjoyable ways to learn; providing personalised programmes and support to achieve their highest potential in education and in the future. The school sets challenging, but suitable learning goals, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life.

Information

1.2 The school has a good reputation for inclusive practice, providing access and opportunities for all students without discrimination of any kind, where the following areas of disability may be apparent

- mobility and physical impairments
- speech and communication
- visual and hearing impairments
- mental health needs including ASD and ADHD
- Cognitive or learning disabilities

1.3 The school has good physical access and was refurbished to be DDA compliant. They have wheelchair access, toilets and changing facilities and dedicated disabled parking spaces. The corridors and doorways are sufficiently wide and most of the classrooms are carpeted. When planning for building work access for pupils with disabilities is considered. Flooring is chosen to contrast with the walls, corridors are kept free from clutter. Curriculum access is considered at planning stages by teachers.

1.4 Levels of absence among disabled pupils are in line with the rest of the school's population.

1.5 Students with disabilities participate in all aspects of school life. We ensure that they can participate in every activity, through careful planning and risk assessments. Where necessary, additional staff are put in place to ensure full access and safety.

1.6 The physical features of the schools are a strength – most parts of the schools are accessible to disabled pupils.

1.7 Access to information is planned for students with disabilities: for example, reasonable adjustments are made to enable learning; differentiations; visual representations, text size and font colour, page layouts, ICT access, etc., are monitored to ensure maximum success. Students will also have individual support to ensure access.

1.8 We have a clear policy on the administration of medicines, with school staff trained to administer medication and use of a defibrillator.

1.9 We have a clear anti-bullying policy, drawn up in consultation with students and staff and an inclusive ethos which fosters good relationships between students.

1.10 Outcomes for students with disabilities are in line with the school. We strive for all our students to make expected or better progress over time.

2.0 MAIN PRIORITIES

2.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- Ensure appropriate deployment of support staff to connect all students to the curriculum, develop independence and promote social interaction.
- Ensure high quality teaching for all to improve all students' access to the curriculum, including using teaching approaches that promote positive pupil interaction.
- Professional development for staff on inclusive classroom practice and on specific disability issues.

2.2 Improving the physical environment of the school to increase the extent to which SEND students can take advantage of education and associated services

- Continued development of the Link dedicated to all student needs.

2.3 Improving the delivery to SEND students of information that is provided in writing for pupils who are not disabled

- Should the need arise, the school will tape information for students with visual impairments or learning difficulties and can provide pictures or symbols for students with communication difficulties.
- Parents and students will be consulted to determine preferences – this may take place at annual reviews, during parent teacher consultations or informal meetings.
- The school will use specialist services for advice and resources when necessary. The school will also make information for parents available in a range of different formats should the need arise and be mindful of font size and legibility when producing written information. Parents can access more information via the school website, so have the option to increase font size themselves.
- The school will continue to phone home regularly as a more efficient and reliable means of communication with parents and improving home/school links.

3.0 MAKING IT HAPPEN

3.1 Management, coordination and implementation

- We will ensure that all staff are aware of the disability discrimination duties through staff meetings.
- We will give feedback consultation results to staff.
- The Accessibility Plan will form part of the School Improvement Plan and as such will be overseen and reviewed by the governing body and its committees.
- The governing body will monitor implementation of the plan through the Headteacher's report, governor visits and the SEN Governor who should meet regularly with the SENCO.
- The plan will be evaluated yearly, informed by discussions with SEND pupils, staff and parents and analysis of data on progress and attainment of SEND pupils.
- The Accessibility Plan, although forming part of the School Improvement Plan, is also available as a separate plan.
- Accessibility planning will be integrated into the school's overarching planning processes, including premises development, curriculum planning and repairs and maintenance.

- The Accessibility Plan will be coordinated with the school's responsibilities towards disabled staff under Health and Safety, race and Human Rights.
- Implementation – see action plan attached.

3.2 Evaluation of the plan will look at what the school has implemented and what effect those measures have had.

The school will consider a range of evidence to reach a judgement. These will include staff confidence in teaching SEND students, parental satisfaction with arrangements made, outcomes for students, the physical environment, multi-agency protocols, the sharing of good practice and the involvement of SEND students in school life. The Governing Body will report to parents on the school's accessibility plan via the school and the school's website. This will be linked into other reporting requirements on the arrangements for admission of disabled students, the steps taken to prevent disabled students from being treated less favourably than others and the facilities provided to assist access to the school.

3.2 Getting hold of the school's plan

- Copies of the school's accessibility plan are available through the school office or through contacting the headteacher

3.3 Accessibility Plan – Appendix 1.

Appendix 1

Accessibility Plan (December 2023 - December 2026)

Focus	Actions	By whom	Start	Finish	Evidence that it is completed
Improvements in access to the curriculum	<p>Continue to ensure appropriate deployment of support staff.</p> <p>Continue to ensure high quality teaching, through CPD for all to improve disabled pupils’ access.</p> <p>Ensure that personal learning plans exist for all students who have medical and physical conditions which potentially could impact on their learning</p> <p>Staff CPD/updates targeting key areas of physical need</p> <p>Continue to identify reasonable adjustments and access arrangements for students, to offer equality of opportunity during exam periods</p> <p>Continue to improve self-esteem in pupils through school ethos, PHSE.</p> <p>Review and report on the participation of disabled students in extracurricular activities</p>	<p>HC RB DY CW SC LB</p>	Ongoing / annual cycle	Ongoing	<p>Timetable of support and interventions in place.</p> <p>Pupils with disabilities have full access to the curriculum, working with independence when appropriate and interacting fully with peers.</p> <p>CPD in place and Blue Sky updated by staff</p> <p>Assessment for access arrangements and adjustments taken place to ensure support for external exams.</p> <p>PSHE programme in place and reviewed</p> <p>Governors reports / SEND Report</p>
Physical improvements to increase access to education and	Continue to ensure that the building is appropriate for all	<p>HC SC</p>	Ongoing / annual cycle	Ongoing	Regular Health and safety checks/monitoring – recorded and reported on



<p>associated services</p>	<p>students including those with physical disabilities</p> <p>Physical Management Plans and PEEPs to be written for all student who need them</p>	<p>RB DY</p>			<p>PEEPs in place where needed</p>
<p>Improvements in the provision of information in a range of formats for disabled students</p>	<p>Continue to consult with parents when necessary to provide information in the appropriate format (Initial interviews and ongoing).</p> <p>Seek advice from outside agencies when necessary in providing.</p> <p>Maintain the most efficient method of communication with parents. (text alerts, phone calls and email)</p>	<p>HC CW SC NE</p>	<p>Ongoing</p>	<p>Ongoing</p>	