



Corbridge C of E First School **Accessibility Plan 2020 - 2023**

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our Aims, Values and Ethos

We are continually working to achieve our school values, aims and ethos which includes the following statements:

- To provide an inviting, inclusive and friendly school environment where all members of the whole school community are valued and respect one another.
- To provide quality teaching and learning in a safe and nurturing environment allowing each child to develop, personally, physically and academically to his or her full potential.

Corbridge C of E First School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our SEND INFORMATION REPORT 2021-2022. As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

Corbridge C of E First School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

Current Position

Our current school position, including the provision we offer to our SEND pupils, is reflected in our SEND Information Report, Equalities, Diversity and Inclusion Statement and Equalities Action Plan.

The school is set in one main building, all classrooms are accessible, as are the school grounds.

The proportion of pupils with SEND Support is well below national averages whilst the proportion of pupils with an Education Health Care (EHC) Plan is also well below the national average.

This plan will be reviewed at least every 3 years. It may be amended sooner following feedback from users and dependent on changes to the pupil population.

THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST.

Accessibility Action Plan for Corbridge C of E First School (September 2020-2023)

Curriculum

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Continue to refine the school's assessment system to always capture a precise picture of the attainment and progress of SEND pupils working below the expected level	SLT/SENCO to investigate and evaluate assessment systems and select appropriate model which captures small steps of progress and gives leadership a clear picture of the achievement of SEND pupils.	September 2019 and annually thereafter	SDM time Management time	SENCO, all teaching staff	HT SEND Governor	2021 – range of assessment techniques in place to capture small steps in progress and plan for next steps e.g. CEW checks, RWI assessment
Continue to adapt the curriculum to meet specific pupils' SEND	Introduce an annual curriculum review to identify and address the needs of the current SEND pupil cohort to inform the curriculum section of the accessibility plan	Spring 2020 and annually thereafter	SDM time Management time	SENCO, all teaching Staff	HT SEND Governor	2021 – delayed due to COVID closure – re-implement Spring 2022
Training for staff on increasing access to the curriculum for all pupils	Epilepsy training Access to courses - CPD ongoing. Guidance from specialists e.g. SALT, physiotherapists, OT, school Health, CYPS, SEND services	In place and ongoing	Access to courses	SENCO, all staff	SLT SENCO	2021- Close working with outside professionals e.g SALT/hearing impaired service/Sens8tional
Appropriate use of specialised equipment to benefit individual pupils and staff	Sloping boards for pupils with physical disability, coloured overlays for pupils with visual difficulties or dyslexic tendencies (reading rulers), specially shaped pencils and pens for pupils with grip difficulty. Personal motivation plans	In place and ongoing	Physical resources	SENCO, all staff	SENCO Class teachers	2021 - Embedded in school practice – continue to be flexible as per learners evolving needs
Effective use of resources to increase access to the curriculum for all pupils	Strategic deployment of highly skilled support staff. Use of ICT	In place and ongoing	Management time Physical resources	SENCO, all staff	SENCO Class teachers	2021 - Support staff deployed carefully implemented and evolving with needs. Additional ICT funding to purchase i-pads for curriculum access.

Physical Environment

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Provide access to a suitable car parking bay for Disabled Visitors	Identify parking bay – share information with stakeholders	Summer 2020		SENDCO Caretaker	H&S Governor SLT	2021 – delayed due to COVID closure – re-implement Spring 2022
Maintain ongoing weekly analysis to address maintenance issues relating to health, safety and accessibility. (e.g. routine corridor check for impeded access)	Staff input to analysis Termly check reported in HT report to governors.	In place and ongoing	SDM time	SLT Caretaker	SLT H&S Governor	2021 - Addressed weekly in SDM time.
Improved staff awareness of responsibilities re. accessibility	Annual staff refresher regarding expectations for accessibility.	September 2019 and annually thereafter	SDM time	SENDCO	H&S Governor SEND Governor	Staff update – November 2021 – policy shared and discussed – feedback welcomed
Evaluate user experience.	Following wheelchair user / person with other disability being in school ask for feedback RE accessibility arrangements.	From September 2019		SENDCO	H & S Governor SEND Governor	Spring 2022 – evaluate accessibility of learning to hearing impaired child.

Accessibility of Information

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Ensure that all stakeholders can access written information provided by school	Specify on the school website and provide regular reminders through parent mail that large type formats of any school produced documentation can be made available. School can provide help with reading any documentation. Policies to include foot note about larger print.	September 2019 and ongoing		HT Office Staff	SEND Governor	Autumn 2021 – reminder to be sent out through parent mail.

