Corbridge C of E First School
Accessibility Plan

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 2017. 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, SEND Policy, Equalities Statement and Equalities Action Plan.

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 2016-2019)

Curriculum

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Continue to review 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/SENDCO 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 2016 and annually thereafter	SDM time	SENDCO	HT SEND Governor	Sept 2017 – Staff are skilled to breakdown personal curriculum targets and specific assessments are used to feed into school systems when needed e.g. Sandwell Early Numeracy Test.
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 2017 and annually thereafter.	SDM time Management time	SENDCO All Teaching Staff	HT SEND Governor	Sept 2017 – Bespoke adaptations are in place for learners with specific needs to allow all learners to be the best that they can be.

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	Summer 2017	Liaison with caretaker Disabled bay markings	SENDCO	H&S Governor HT	Sept 2017 - Disabled parking bay is available on request.
Develop ongoing termly checklist to address maintenance issues relating to accessibility. (eg routine corridor check for impeded access)	Checklist to be developed and shared with governors and staff. Termly check reported in report to governors.	From September 2016	Learning walk time	SENDCO Caretaker	H&S Governor SEND Governor HT	Sept 2017 – Health and Safety brief weekly at the start of each staff development meeting.

Improved staff awareness of responsibilities re. accessibility	Annual staff refresher regarding expectations for accessibility.	September 2016 and annually thereafter	SDM time	SENDCO	H&S Governor SEND Governor	Sept 2017 – Health and Safety brief weekly at the start of each staff development meeting.
Evaluate user experience.	Following wheelchair user / person with other disability being in school ask for feedback RE accessibility arrangements.	From September 2016 – on going	Feedback time	SENDCO	H & S Governor	Sept 2017 – accessibility arrangements evaluated and found to be fully inclusive following wheelchair user being in school.

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 2016 - ongoing	Admin time	HT Office Staff	SEND Governor	Sept 2017 – All policies available in large print. Stakeholders informed of option to ask school for assistance with reading / accessing information.