



The Collett School Accessibility plan

Statutory Policy	3 years review
Approved by:	Stephen Hoult-Allen
Last reviewed on:	20 Jan 2022
Next review due by:	20 Jan 2025

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Changes Made

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 disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school's principles and values which relate to equality and inclusion are to reduce and eliminate physical and metaphorical barriers that hinder pupils' full access and participation in our school curriculum and facilities.

In compliance with the Equality Act 2010 and actions that actively advance equality, our school strives to support our pupils transitioning childhood into adulthood with increasing independence and confidence, skills and knowledge to make themselves understood and to understand the many different contexts they will experience.

The school recognises and values parents' and carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils endorsing the key principles of the National Curriculum in a relevant and meaningful programme of learning through our wide curriculum opportunities.

- We set ambitious learning challenges based on a secure knowledge of the child's abilities
- We respond to each pupils' diverse learning needs
- We seek to support each child to overcome potential barriers to learning
- We assess individuals and groups of pupils to plan effectively for further progress.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE ACTIONS	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of diversity and this is reinforced through the ethos, assemblies, SMSC and British values. • Curriculum progress is tracked for all pupils using appropriate and relevant assessment materials for SEND 	<p>Supporting parents to help with reading for their child through programmes that reach out to them.</p> <p>Behavioural support for those with complex SEMH to access the curriculum.</p>	<p>Creation of materials and workshops for parents.</p> <p>Accessing organisations beyond support from the LA's limited access to develop stronger programmes of behaviour management with SEND children.</p>	Exec, Head and Deputy	Summer 2023	<p>More parents supporting their children with reading.</p> <p>Improvement behaviours to access learning for those identified with complex SEMH and SEND</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE ACTIONS	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	Progress has been made in the environment through fundraising. Need to ensure all areas of the school are accessible.	Steps to the Middle Block and external floor levels need highering	SHA, MS	Summer 2022	Completed work – accessible for all.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE ACTIONS	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Communication including communicate in print • The use of IT for words to speech • Makaton signing • Understanding of speech disorders including processing speeds 	<p>Expand the use of IT to ensure all can access this way of communicating.</p> <p>Ensuring more parents can access information regarding their child through APPs on mobile devices</p>	<p>Trial commenced Jan 2022</p>	<p>ME, SHA, JC</p>	<p>Jan – July 2022</p>	<p>Accessed by more parents.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Executive Headteacher

5. Links with other policies

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

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy

Federation Improvement and Development Plan

Asset Management plan