



# Coombe Wood School

## **Accessibility Plan**

Coombe Wood School is part of the Greenshaw Learning Trust.

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COOMBE  
WOOD  
SCHOOL

# Accessibility Plan

## **Policy Area**

Key Document

## **Author**

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## 1. Aims and Statement of Intent

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind, in line with our core values and school Mission Statement:

***Displaying and developing the human values of teamwork, respect, enjoyment, discipline and sportsmanship in our daily lives, as we journey together towards discovering and reaching our true personal bests.***

### **TEAMWORK RESPECT ENJOYMENT DISCIPLINE SPORTSMANSHIP**

This plan outlines how Coombe Wood School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment and information).

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

Coombe Wood School is committed to equal opportunities and aims to provide fully inclusive access to a high-quality education for all of our students. We will provide a friendly, secure and safe environment for all where every student has the opportunity for full involvement in school activities and extracurricular life.

The plan will be made available online on the school website, and paper copies are available upon request. Our schools are 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and Trustees. The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

The plan will be made available online on the school website, and paper copies are available upon request.

## 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement.

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Praise and Behaviour Policy and Procedures
- Students with Additional Health Needs Attendance Policy
- Health and Safety Policy
- Data Protection Policy

## Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### 3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

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

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

It will be approved by the Local Governing Body



### 3. Action plan

Aim	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>● Our school offers a knowledge rich and skills-based curriculum for all pupils.</li> <li>● Strategic deployment of the Inclusion team by the SENDCo.</li> <li>● Adaptations to timetables allows safe movement and access to a range of therapeutic programmes and specialist equipment.</li> <li>● We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>● Resources include examples of people with disabilities.</li> <li>● Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>● Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>● Curriculum is reviewed to ensure it meets the needs of all pupils.</li> <li>● Leading programme of inclusion sport/adaptations made for extracurricular access where necessary.</li> </ul>	Ensure appropriate adjustments are reviewed and developed for pupils across the curriculum and in all year groups including post 16, with routine feedback from key stakeholders.	Review Quality Assurance systems for monitoring the consistency of experience for pupils with a disability.	DHT Curriculum	Ongoing	<p>A Robust evidence Base is available to demonstrate the consistency of curriculum experience.</p> <p>Any adjustment to need is responded to quickly and effectively.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students/staff as required. This includes:</p> <ul style="list-style-type: none"> <li>● Ramps</li> <li>● Lifts</li> <li>● Corridor / Door width</li> <li>● Automatic doors</li> <li>● Disabled parking bays</li> <li>● Disabled toilets and changing facilities</li> <li>● Adapted furniture</li> <li>● Highly visible markings</li> </ul>	<p>Maintain access to all relevant areas to meet the needs of those with a disability. Where any new requirements emerge ensure that they are effectively met and maintained.</p>	<p>Regular audit of provision and need. Full assessment undertaken for anyone new to the organization or with a newly identified disability.</p>	<p>DHT Pastoral</p>	<p>Ongoing</p>	<p>The environment remains adapted to the needs of students/ staff in all areas.</p>
<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"> <li>● Internal signage</li> <li>● Large print resources</li> <li>● Pictorial or symbolic representations</li> <li>● TA support</li> </ul>	<p>Ensure that the school website provides good access to relevant information for pupils and families.</p> <p>Ensure that new building includes appropriate signage to support effective communication for disabled pupils and an induction is made available to ensure confident access.</p>	<p>Website review. Update content where necessary on an ongoing basis</p> <p>Planning will focus on requirements and checks completed prior to sign off. Induction arranged with SEND inclusion team and relevant pupils.</p>	<p>HT</p> <p>AHT Inclusion/ SENCo</p>	<p>Ongoing</p> <p>October 2024</p>	<p>Pupils and families have direct access through the website to relevant information and contacts.</p> <p>New building fully meets signage and access needs for disabled pupils and they are confident in utilising the provision.</p>

# Monitoring and review

## Appendix 1

This plan will be reviewed every three years by the governing board and headteacher. The next scheduled review date for this plan is Spring term 1 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys	1, 2 & 3	Lifts are on a service contract	Estate Team	Actioned
Corridor access	Coloured corridors for visual access	Where narrow corridors exist - a one-way system is in place	Teaching staff	Actioned
Lifts	Lifts available to all upper floor teaching locations	Lifts are on a service contract	Estate Team	Actioned
Parking bays	Disabled Bays available in all parking locations	Improve signage if assistance is required outside of reception area	Estate Team	Under Review
Entrances	Mixture of manual and automatic entrances	Any new buildings to have automatic entrances	Estate Team	Actioned

Ramps	Available in all key locations	Consider access to planned new building	Estate Team	Actioned
Toilets	Available in line with regulations	Ensure good provision in new building	Estate Team	Actioned
Reception area	Ramp and handrails in place	Improve signage if assistance is required outside of reception area	Estate Team	Sept 2024
Internal signage	Good signage in place	Ensure that signs are up to date and are visible	Estate Team	Under Review
Emergency escape routes	Effective routines and procedures in place. Statutory signage in place.	Individual room signage / information	Estate Team	Under Review