



# Coombe Wood School

## **Accessibility Plan**

Coombe Wood School is part of the Greenshaw Learning Trust.

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# **Coombe Wood School Accessibility Plan**

**2024/25**

This Accessibility Plan applies to **Coombe Wood School** and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

## **Approval and review:**

This plan is the responsibility of: Assistant Headteacher - SENCO

This plan was approved by the Governing Body on: GB3 (February 2025)

This plan is due for review by: Autumn (2) 2025

## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled students, under Part 4 of the DDA:

1. not to treat disabled students less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:

“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of the Governing Body of Coombe Wood School to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled students can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
3. improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

Coombe Wood School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

### **Coombe Wood School**

Coombe Wood School is a six-form entry secondary school located in South Croydon, catering to students aged 11–18.

The school building is a state-of-the-art, three-storey facility designed to support 1,260 students at full capacity, including a thriving Sixth Form. The modern campus features spacious classrooms, fully equipped science laboratories, creative arts studios, and dedicated performance spaces. The sports facilities are exceptional, with a multi-use sports hall, an all-weather pitch, and a fitness suite, reflecting the school's commitment to promoting health and well-being.

Coombe Wood School's design incorporates natural light, open-plan communal areas, and a contemporary aesthetic, creating an environment that is both welcoming and conducive to learning. The layout supports easy navigation and fosters a strong sense of community across the entire school.

### **Coombe Wood School's vision for disabled students:**

Coombe Wood School is dedicated to ensuring that all students are treated fairly and with respect, providing equal access and opportunities without discrimination, in alignment with our core values and Mission Statement. Guided by the principles of ***Teamwork, Respect, Enjoyment, Discipline, and Sportsmanship***, we work collectively to create a community where every individual is supported in discovering and reaching their personal best.

As part of our commitment to inclusion, Coombe Wood School's vision for disabled students emphasises creating a fully accessible environment that values and includes all members of our community—students, staff, parents, and visitors—irrespective of their educational, physical, sensory, social, spiritual, emotional, or cultural needs. We actively challenge negative attitudes toward disability and accessibility while fostering a culture of awareness, tolerance, and inclusion. Wherever possible, we aim to remove barriers to participation, enabling all students to fully engage in the daily life of the school and benefit from the rich learning opportunities provided.

The Coombe Wood School Accessibility Plan further outlines our proactive approach to improving access for disabled students, staff, and visitors within set timeframes. This plan ensures that we continue to make reasonable adjustments and address accessibility needs practically and effectively. In doing so, we remain steadfast in upholding our core values and vision for a truly inclusive and supportive educational environment.

## PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED students BY AREA:

### 1. INCREASING THE EXTENT TO WHICH DISABLED students CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Audit the curriculum to ensure it is inclusive and accessible.	Curriculum content and delivery are tailored to meet the diverse needs of disabled students.	SENCO, Heads of Department, Teaching Staff			
Deliver regular training for staff on inclusive teaching strategies and differentiation.	Staff are confident in adapting teaching to support disabled students, leading to improved engagement.	SENCO, CPD Lead			
Review and enhance access to assistive technology (e.g., laptops, software, communication aids).	Disabled students can independently access the curriculum and engage fully in lessons.	Club Coordinators SENCO			
Ensure all school trips and enrichment activities are fully accessible.	Disabled students can experience the same opportunities as their peers, enriching their learning.	SENCO, Trip Leaders, Pastoral Team			
Develop awareness and understanding among the wider school community through assemblies and PSEE	<i>Increased awareness and understanding of disability among students and staff, fostering an inclusive ethos</i>	<i>PSHEE Coordinator, SENCO</i>			

### 2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED students CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Conduct a full accessibility audit of the school environment.	Identify physical, sensory, and logistical barriers to accessibility and prioritise areas for improvement.	SENCO, Site Manager, SLT			
Install or upgrade ramps, lifts, and automatic doors to ensure access to all buildings and levels.	Students with mobility impairments can access all areas of the school safely and independently.	Site Manager, SLT			
Introduce adjustable desks, chairs, and workspaces in classrooms and resource areas.	Ensures comfort and usability for students with physical disabilities or mobility needs.	SENCO, Heads of Department Site Manager			
Develop sensory-friendly spaces for students with autism or sensory processing needs.	Reduces anxiety and enhances focus for students requiring calming environments.	SENCO, Pastoral Team			
Introduce classroom sound systems or hearing loops for hearing-impaired students.	Enhances learning for students with hearing impairments by improving sound quality	SENCO, IT Team			

### 3. IMPROVING THE DELIVERY TO DISABLED studentS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR studentS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Audit written communication methods to identify accessibility barriers for disabled students.	Ensures all forms of written communication (e.g., handouts, newsletters, displays) are inclusive.	SENCO, SLT, Heads of Department			

Provide staff training on creating accessible written materials (e.g., clear fonts, layout, and alternative formats).	Improves the clarity and accessibility of resources, benefiting all students, including those with disabilities.	SENCO, CPD Lead			
Introduce assistive technologies, such as screen readers, text-to-speech software, and dictation tools.	Students with visual or learning disabilities can independently access written information.	SENCO, IT Team			
Develop a system for sharing key information digitally through accessible platforms (e.g., apps, emails).	Students can access information remotely and in accessible formats, promoting independence.	IT Team, SENCO			
Establish a feedback loop with disabled students to identify areas for improvement in written communication.	Students feel empowered and their specific needs are addressed effectively.	SENCO, Student Council			