



Coombe Wood School

Accessibility Plan

Coombe Wood School is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Coombe Wood School Accessibility Plan

January 2026

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 Inclusion and Transition/SENCo**

This plan was approved by the Governing Body on: **27.01.26 (GB3)**

This plan is due for review by: **January 2027**

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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 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.

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

We are a mixed sex, secondary comprehensive mainstream Educational Setting. We currently have 1173 students on roll with 166 students highlighted with special educational needs. The school is growing rapidly with more students coming in Y8 and Y9 then leaving in Y11. The proportion of students with Special educational needs is higher in KS4 as compared to the rest of the school. The school itself is a modern design, consisting of two buildings covering a large site. (5 years old). The school has three floors that are connected by stairwells and two lifts, with full ramp access and lift access. All classrooms and communal areas are fully accessible.

Coombe Wood School's vision for disabled students:

At Coombe Wood School, we believe that **all** students, barring none, deserve an exceptional education. We commit to this because we believe school is the key to all young people unlocking their future potential. We are committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Coombe Wood School is committed to providing a fully accessible environment in the taught curriculum and physical environment; which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We aim as far as possible to remove those barriers and ensure that all students can take part in the day-to-day life of our school and benefit from the learning experiences we provide.

All students, irrespective of their background or context, are actively and intentionally ***included*** at Coombe Wood School. Inclusion is not a top layer of our school provision, rather a core ingredient. At Coombe Wood School, we want our students to be fit for learning, fit for movement and fit for life and we strive to ensure our culture is deeply inclusive in which every student is known, valued and supported to participate fully in school life.

Coombe Wood School's Accessibility Plan shows how access is to be improved for disabled students, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED STUDENTS BY AREA:

- 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
Develop and extend careers and preparation for working life to ensure no vulnerable students with are NEETs	The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment.	WSM			
Curriculum enhancement opportunities are planned with whole school curriculum vision in mind	Plan and deliver Curriculum Enhancement to ensure participation for all students so that they have access to high quality work experiences.	JDO			
Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact	Improved attainment and progress for SEND students.	CBO			

- **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
Ensure every subject has access to specialist equipment and furniture where necessary	No student has impaired access to learning as a result of a lack of equipment.	JDO			
Ensure that the lifts paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	No student is impacted by a lack of accessibility to the building and environment	WSM			

- **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
Make available school brochures, school newsletters and other information for parents and students in alternative formats, if required	Parents and students feel fully involved in the life of the school and can access important information	NDI			
Ensure that DDA compliant signage is rolled out across the school	Signs are clear and understandable for the visually impaired.	WSM			