

ACCESSIBILITY PLAN/POLICY

Codsall Community High School

Accessibility Plan/Policy

Approved by:	Governors	Date: 3/5/2022
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Last reviewed on:	May 2022	Miss R Beards SENCO
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Next review due by:	May 2025
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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.

“All children with and without disabilities or difficulties of all race, colour, sex and religious denomination share together, socialise together, learn together, develop physically, creatively, spiritually and intellectually to the best of their abilities, whatever their needs. An inclusive school prepares young people for full participation in the life of the community.”

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.

These partnerships include Codsall High Federation of Schools and South Staffordshire County Council

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 pupils, parents, 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.

Priority	Action required	Success Criteria	Timescale	Responsible person/s
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Curriculum resources include examples of people with disabilities Motivational phrases on display or in presentations include examples of people with disabilities' Curriculum resources for PSHE include awareness of definitions of a disability and education of disabilities that are visible and hidden All staff able to access a simple student passport that includes needs and strategies for supporting them with those needs Curriculum reviewed at the end of the year to ensure it meets the needs of the students in the school. 	<ul style="list-style-type: none"> The views of students with disabilities are as positive as their peers. Students with a disability are supported by their peers. SEND reviews demonstrate that the student passports have an impact on the learning of students with disabilities. The number of students attending the school in year 9 and in year 12 with a disability is maintained or increases. 	Ongoing	Senior Leadership Team SENCO Lead Teachers All teaching staff
Individual risk assessments in place for disabled personnel	<ul style="list-style-type: none"> Assessments to be conducted and recorded and discussed with all relevant personnel prior to school usage 	<ul style="list-style-type: none"> All individual service users have a risk assessment in place 	Ongoing	Health and Safety Coordinator

<ul style="list-style-type: none"> • Ensure access for school visits for disabled personnel 	<ul style="list-style-type: none"> • Risk assessments, and if appropriate, pre-visits, in place for disabled students that are accessing offsite activities such as work placements, work experience, school trips to ensure reasonable adjustments are made to accommodate their needs. 	<ul style="list-style-type: none"> • Full access to disabled personnel on all school trips and visits 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • EVC • Health and Safety Coordinator
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The Physical Environment

Priority	Action Required	Success Criteria	Timescale	Responsible Person(s)
<ul style="list-style-type: none"> • All areas of the school where DDA work was completed in 2010 to be checked annually 	<ul style="list-style-type: none"> • Flooring checked in all shut down periods, lifts checked annually by a County approved contractor. • External benches for disabled access checked weekly 	<ul style="list-style-type: none"> • Accessibility to all areas of the school • All areas of the school easily accessible and safe for all service users. 	<ul style="list-style-type: none"> • On-going assessment 	<ul style="list-style-type: none"> • SCC (lift maintenance) • Premises Manager & Head teacher
<ul style="list-style-type: none"> • To ensure that the medical needs of all pupils are met fully within the capability of the school. 	<ul style="list-style-type: none"> • To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. 	<ul style="list-style-type: none"> • The needs of all students are met and they have full access to all areas of the school and external areas including trips and residential. 	<ul style="list-style-type: none"> • On-going assessment 	<ul style="list-style-type: none"> • Business Manager & Student Services Manager
<ul style="list-style-type: none"> • Ensure disabled 	<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Full access to the 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Business Manager

parents have every opportunity to be involved in school life	with relevant parents for open events, parents' evenings	school when attending site	assessment	via the Site Supervisor
<ul style="list-style-type: none"> Ensure all individual risk assessment actions are completed in a timely manner 	<ul style="list-style-type: none"> All relevant staff need to action their areas of responsibility. 	<ul style="list-style-type: none"> All actions are implemented as soon as possible after risk assessment to give full access to the school 	On-going assessment	Business Manager/Student Services Manager
<ul style="list-style-type: none"> Improve the delivery of information to students and staff with a disability 	<ul style="list-style-type: none"> Review of school's current signage, order new signage where required Consider the needs of the school and review appropriately including the height of resources, the sensory environment, visual signage height and font, if any adaptations need to be made for hearing or visual impairments. 	<ul style="list-style-type: none"> All students with a physical disability can access resources needed 	Summer Term	Business Manager via the Site Supervisor

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing body

It will be approved the Governing body

5. Links with other policies

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

- SEN Policy
- Behaviour and Attendance Policy
- Anti-bullying Policy
- Safeguarding Policy
- Dyslexic Policy
- Attendance Policy
- Gifted and Talented Policy
- Risk Management Guidelines
- Physical Restraint Policy
- School Development Plan
- Physical Activity Policy
- Confidentiality Policy
- Teaching and Learning Policy
- Curriculum Policy
- Exams Policy