



# Corfe Hills School

High Expectations | Exceptional Individuals

## Accessibility Strategy and Plan Policy

<b>Approved by:</b>	Board of Governors
<b>School Lead:</b>	Headteacher
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Company Registration Number:  
07536911 (England and Wales)

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## Introduction

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

Corfe Hills 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.

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

## Recognition of Statutory Duties

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 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.

## Increasing Access for Corfe Hills students in the school curriculum

- Teachers and teaching assistants should receive the necessary training to teach and support disabled students
- Classrooms should be organised in a way that considers and helps disabled students
- Lessons should be designed in a way that allows all students to achieve
- Lessons should be responsive to pupil diversity
- Lessons should allow all students to participate when there are arrangements for group or paired work
- All students should be encouraged to participate in music, drama and physical activities
- Staff should consider and allow for the additional effort that may be required by some disabled students. For example this could apply to a student who relies on lip reading
- Staff should allow additional time for some students to complete tasks. For example this could apply to a student who is using equipment in practical work
- Staff should plan for alternative forms of access for disabled students to certain activities. For example this could apply to a physical education programme
- Appropriate computer technology should be available to students with disabilities
- Trips and visits should be available to all students
- Our expectations of students with disabilities should be high and there should be the expected focus on pace, challenge and progress
- Staff should seek to remove all barriers to learning and participation.

## Improving Access to the physical environment of the Corfe Hills School

- The size and layout of the school classrooms should allow access to all students.
- Students who use wheelchairs should be able to move around the school without experiencing barriers to access such as those caused by doorways, steps, stairs, toilets and showers.

- The school will provide adequate parking facilities for disabled students and clear signs to assist their movement around the school.
- Evacuation facilities will take into account the needs of all students
- Non-visual guides will be used to assist students to use buildings
- An adequate standard of lighting will be maintained for all areas
- The school will reduce any identified source of background noise that is hampering the progress of a student with hearing difficulties
- Furniture will be selected and located appropriately

#### **Improving the delivery of written information to Corfe Hills students with disabilities**

- The school will provide material in large print or Braille form if it is an identified student need
- The training of staff will encourage them to present information in a way that is most helpful for a student with visual or hearing impairment

#### **Links to other policies**

Please refer to the SEND (Special Education Needs and Disability) Policy

## Accessibility Plan

	<b>Specific Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Goals to be achieved</b>
Short Term	Audit of current provision and student need.	Liaise with the external agencies as part of the audit.	Areas of deficiency identified, prioritised and a plan constructed to address them.	All aspects of audit and planning to be completed by 1 <sup>st</sup> June every year	Audit and plan complete
Medium Term	Address any identified areas of immediate need in the agreed priority order.	Liaise with external agencies over access to suitable resources and funding sources.	Immediate areas of need addressed in priority order.	All aspects of immediate need addressed by 1 <sup>st</sup> June every year	Curriculum delivery, school design and availability of materials are all improved.
Long Term	Fully embrace all elements of the school accessibility strategy	Building planning, staff training and curriculum development	A school that provides appropriate access and full compliance with all relevant legislation	All aspects addressed by 1 <sup>st</sup> June every year	Equal opportunities for all.