



Co-op Academy  
Brownhill

# Accessibility plan

## 2020-23

**Approved by:**

Head teacher:

**Date:**

Chair of Governors:

**Last reviewed on:**

September 2020

**Next review due by:**

September 2023

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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

At Co-op Academy Brownhill we aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We have high ambitions for disabled pupils and expect them to participate and achieve in every aspect of school life. Through our strong belief and teaching of the Co-op values and ways of being we have a caring, supportive ethos that seeks provide all individuals with what they need and to treat them fairly and with respect. Our Academy promotes equality of opportunity for disabled people : pupils, staff, parents, carers and others who use the school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harrassment related to disability and thereby fulfil an essential component of our ethos.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

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.

## 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 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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan 2020-23

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Priority	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our Academy offers a range of support and scaffolding to ensure that the curriculum is accessible for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. This includes the use of more appropriate assessment tools to capture small steps of progress where necessary and appropriate.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs and these are rigorously monitored by the SENCo</p> <p>The curriculum is reviewed to ensure it meets the needs of all</p>	<p>Ensure all pupils have access to the schools full curriculum and no pupils is segregated from class learning other than for appropriate provision.</p> <p>Ensure all out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils</p>	<p>Training for staff on increasing access to the curriculum for all pupils.</p> <p>Individual risk assessment are completed.</p> <p>All third party providers comply with access for all.</p> <p>Training on engagement steps</p> <p>Parent of children with a support and achievement plan (SAP) are invited to review the SAP with the class teacher and/or SENCo</p>	<p>SENCo</p> <p>SENCo / Class teacher</p> <p>SENCo</p> <p>SENCo/ class teacher</p>	<p>July 2021</p> <p>On-going</p> <p>July 2021</p> <p>On-going</p>	<p>All pupils successfully access the school's curriculum through a range of support strategies and scaffolds.</p> <p>Pupils are integrated into daily lessons being taught where possible the same objectives but with adaptations to suit their individual needs.</p> <p>All children's progress is monitored and high expectation for all.</p> <p>Parents of children with special education needs feel involved in supporting their child</p>

	pupils.		termly			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes</p> <ul style="list-style-type: none"> <li>• Double doors into all corridors and cloakrooms.</li> <li>• Single floor building with no stairs.</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities including hoist.</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Contrasting coloured chairs, floors and table for pupils with sight disabilities.</li> </ul>	<p>Maintain all specialist equipment in readiness for potential new pupils.</p> <p>Ensure pupils with disabilities can maintain independence and access throughout school</p>	<p>Service and maintenance of hoist and specialist equipment is continually monitored and maintained regardless of its current usage.</p> <p>Temporary ramping solutions are available for when required.</p> <p>Staff training to support and maintain awareness of flooring, furniture and layout in planning for disabled pupils</p> <p>Specialist equipment sourced and purchased to aid pupils accessing the curriculum to include ICT.</p> <p>Taking into account of the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and</p>	<p>Site supervisor</p> <p>Site supervisor</p> <p>Head teacher</p> <p>SENCo</p> <p>Head teacher</p>	<p>On-going</p> <p>Dec 2020</p> <p>On-going</p> <p>On-going</p> <p>July 2023</p>	<p>The academy are suitable prepared for the swift induction of any new pupil regardless of need.</p> <p>All areas remain accessible for all.</p> <p>Children are not excluded from learning opportunities because they cannot access around the classroom or equipment.</p> <p>Whole school community awareness of the issues relating to access within school</p>

			refurbishments of the site and premises, such as improved access, lighting and more accessible facilities and fittings. Improved playground facilities.			
Improve the delivery of information to pupils with a disability	<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>• Coloured overlays for pupils with visual difficulty.</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Ensure documents are accessible for pupils with visual impairment</p> <p>Ensure information and communication is timely and effective ensuring implementation of actions or amendments are timely</p>	<p>Use of magnifier where appropriate Ensure large, clear font used in documentation</p> <p>Provided translated documents where possible</p> <p>Record keeping system to be reviewed and moved to CPOMs for effective communication between relevant settings and professionals.</p>	<p>SENCo</p> <p>EAL Parent support</p> <p>SENCo / Head teacher</p>	<p>On-going</p> <p>On-going</p> <p>Dec 2020</p>	<p>Pupils and parents have the same access to information and all potential disabilities are catered for.</p> <p>Effective communication of information about disabilities throughout school</p>

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the head teacher and Governing body.

## **5. Links with other policies**

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Intimate care policy.

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				



Internal signage				
Emergency escape routes				