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_____ learners who aspire for themselves and inspire others

School Accessibility Plan – Policy Statement

(CPS-ST-P-POL-088)

Revision Number	Comments	Date
01	Reviewed and Reformatted	April-22
02	Reviewed	May 2025
03		
04		

Endorsement

This procedure was endorsed for use electronically by Governors on 23 June 2025

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1. Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination element of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

It should, however, be noted that the original school site and buildings were not designed with disabled requirements in mind. The school does make appropriate and realistic attempts to accommodate students, staff and visitors with disabilities as part of our inclusive approach as well as through the attached development plan and in the construction of new facilities within the constraints of space and finances.

All new buildings and associated infrastructure fully comply with the relevant legislation current at the design stage.

2. Definition of Disability

Disability is defined by the Equality Act (2010):

‘A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities’.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice, 2014](#), ‘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.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, with a disability.

Principles

- Compliance with the DDA is consistent with the school’s aims and Equal Opportunities Policy and the operation of the school’s Single Equality Plan
- The school recognises its duty under the Act:
 - Not to discriminate against disabled students in their admissions and exclusions and provision of education and associated services
 - Not to treat disabled students less favourably
 - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
 - To publish an Accessibility Plan

- The school recognises and values parents’ knowledge of their child’s disability and its effect on their ability to carry out normal activities and respects the parents’ and child’s right to confidentiality
- The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles, and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges
 - Responding to students’ diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of students.

3. Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective [above].

Education and Related Activities

The school will continue to seek and follow the advice of Local Education Authority (LEA) services, such as specialist teacher advisers and inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Physical Environment

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of Information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school documents:

- School Improvement Plan
- Child Protection Policy (CPS-ST-P-POL-012)
- Safeguarding Policy, Procedure & Guidance (CPS-ST-P-POL-013)
- Inclusion & Additional Educational Needs Policy (CPS-ST-P-POL-009)
- Curriculum Policy (CPS-NS-P-POL-022)

4. Action Plan

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

Aim	Current practice	Objectives	Actions	Person responsible	Date	Success Criteria
<i>Increase access to the curriculum for students with a disability and/or additional needs</i>	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all students We use resources tailored to the needs of students who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all students, including those with a disability Targets are set effectively and are appropriate for students with additional needs The curriculum is reviewed to ensure it meets the needs of all students Teachers are provided with EHCP and AEN summaries to support their teaching of students with disabilities and/or additional needs. Development of Ordinarily Available Provision (OAP) as part of everyday High Quality Inclusive 	<p>To ensure students can access the curriculum:</p> <p>Students in Years 7-10 are screened for literacy difficulties and significant difficulties will be addressed through a literacy intervention programme.</p>	<p>Conduct reading tests annually to identify gaps and record progress of reading scores.</p>	<p>Associate leader: AEN with specialist teachers.</p>	<p>Ongoing annually.</p>	<p>All students with a significant literacy difficulty will have an intervention in place. Progress of interventions will be measured through re-testing of students in intervention groups.</p>
	<ul style="list-style-type: none"> Teachers are provided with EHCP and AEN summaries to support their teaching of students with disabilities and/or additional needs. Development of Ordinarily Available Provision (OAP) as part of everyday High Quality Inclusive 	<p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.</p>	<p>Plan and deliver bespoke training for staff to support differentiation of resources.</p>	<p>Assistant Head Teacher: Inclusion in conjunction with Assistant Head Teacher: Teaching and Learning.</p>	<p>Ongoing</p>	<p>Students with a disability and/or additional needs will make progress in line with expectations.</p>
	<ul style="list-style-type: none"> Teachers are provided with EHCP and AEN summaries to support their teaching of students with disabilities and/or additional needs. Development of Ordinarily Available Provision (OAP) as part of everyday High Quality Inclusive 	<p>All staff have the relevant training from outside agencies, where appropriate, to support the specific needs of some of our most vulnerable students.</p>	<p>Plan and deliver bespoke training opportunities with outside agencies when the need arises.</p>	<p>Associate leader: AEN in conjunction with Assistant Head Teacher: Teaching and Learning and Assistant Head Teacher: Inclusion.</p>	<p>Ongoing</p>	<p>Staff are confident in using suggested strategies, students benefit from an adapted and differentiated curriculum appropriate to their needs.</p>
	<ul style="list-style-type: none"> Development of Ordinarily Available Provision (OAP) as part of everyday High Quality Inclusive 	<p>As the school grows, continue to recruit specialist support staff to ensure that</p>	<p>Continually review the needs of students to identify the interventions and subsequent staff requirements.</p>	<p>Associate leader: AEN with director of transition and pastoral staff.</p>	<p>Ongoing</p>	<p>Staff confidence in using</p>

Aim	Current practice	Objectives	Actions	Person responsible	Date	Success Criteria
	Teaching in every classroom.	we have the expertise and capacity within the team to provide the support that our disabled students require.				
		PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.	Liaise with Occupational Therapy, Physiotherapy and Specialist Teachers Advisory services as required. Alternative and adapted equipment to be purchased as required.	Associate leader: AEN in conjunction with Head of PE, PE staff and LSAs.	Ongoing	All students to have access to the PE curriculum
<i>Improve and maintain access to the physical environment</i>	The environment is adapted to the needs of students as required. This includes: <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Accessible doorways 	Students with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons.	Collate information from feeder primary schools and external agencies to ensure that the necessary equipment is purchased in time for September.	Associate leader: AEN and LSA Team Leader.	Ongoing	Students will have full access to the physical environment of the school.
		Personal evacuation plans (PEEPs) for identified vulnerable students.	Develop, and maintain PEEPs for specific students and ensure they are updated as circumstances change.	Associate leader: AEN	Updated as required.	Identified students (and LSA support) are aware of their PEEP. Completed PEEPs in place for all identified students.
		Subject teachers ensure that appropriate seating plans are in place to support students with a disability in their access to each room	Staff are continually updated with information of all students with a disability and have access to all AEN and EHCP summaries.	Specific staff informed by specialist teachers and Associate leader: AEN	Updated periodically as required	All identified students are seated appropriately in teaching rooms to ensure maximum access within each room.
		To continually maintain yellow warning strips	All areas both internal and external to be included, ongoing maintenance of	Site manager	Ongoing	All students with VI can navigate successfully around school safely.

Aim	Current practice	Objectives	Actions	Person responsible	Date	Success Criteria
		on vertical posts, steps and handrails, to support students with VI.	existing warning fixtures and strips. Checked and maintained all year round.			
<i>Improve the delivery of information to students with a disability and/or additional need</i>	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	All students with a disability and/or additional needs will have an EHCP or AEN summary to outline teaching strategies to support progress.	Continue to refine and update EHCP and AEN summaries through review meetings with parents/carers and students. Ensure summaries are accessible for all staff.	Associate leader: AEN and AEN team	Ongoing	Staff will be fully equipped with the right strategies to support all students, to ensure that students can access all information delivered in lessons.
		Regularly review availability and quality of information	Liaise with parents/carers regularly and update staff as appropriate.	Associate leader: Inclusion and AEN and LSA Team Leader.	Ongoing – as required.	Improved systems across the school will support all students to access all information.

5. Evaluation & Review

The implementation of this policy will be monitored by the Head Teacher, by the Senior Leadership Team and by the Governing Body.

The implementation of this policy will be reviewed, and its impact monitored, in accordance with the Governing Body's programme for Policy Review - refer to CPS-NS-X-PRO-002 Document Review Procedure.