



ACCESSIBILITY POLICY INCLUDING ACTION PLAN

Status	Approved	Approval	Full Governing Body
Maintenance	Resources Committee	Role(s) responsible	Head Teacher
Date Effective	July 2021	Date of last review	September 2021
Date of next review	September 2025	Date withdrawn	Not withdrawn.
Lead Professional	G. O'Hara, BD	Location of policy	www.coltonhills.co.uk

COLTON HILLS COMMUNITY SCHOOL

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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.

At Colton Hills, we believe that every child is entitled to the highest quality learning experiences. This is supported and secured by clear equality objectives and through embracing our 5 core PRIDE values (Participation, Respect, Integrity, Diversity and Excellence).

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, 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.



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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. Our SEND and Pastoral Teams ensure we meet these requirements for the benefit of our pupils, staff, parents and our community.

3. Action plan

See Action plan after section 5 below.

4. Monitoring arrangements

This document will be reviewed every 3 years (next review September 2025), but may be reviewed and updated more frequently if necessary. It will be reviewed by [the governing board/committee name/governor name/the headteacher].

It will be approved by [the governing board/committee name/governor name/the headteacher].

5. Links with other policies

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

Risk assessment policy

Health and safety policy

Equality information and objectives

Special educational needs (SEN) policy

Staff development plan

Curriculum policies



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3. Accessibility Policy Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none">• Our school offers a differentiated curriculum for all pupils• We use resources tailored to the needs of pupils who require support to access the curriculum• Curriculum progress is tracked for all pupils.• The curriculum is reviewed to make sure it meets the needs of all pupils	To continue to offer a wider range of staff to support our diverse pupil cohort to ensure we deliver their personal needs.	<p>To continue to offer a wider range of staff to support our diverse pupil cohort to ensure we deliver their needs.</p> <p>Retain and replace teaching support assistants for pupils requiring learning support. On-going according to pupil requirements</p>	Deputy Headteacher and SEND Lead	Annual review	Every child delivers their full potential



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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>To ensure all areas of the school are accessible</p> <p>To ensure that all future building improvements are accessibility compliant. Dining Hall extension Completed On-going Completed on approval</p>	<p>Existing and future buildings Swimming pool and changing rooms</p> <p>Contract specification adhere to new regulation requirements.</p>	<p>Business Director</p> <p>Business Director</p>	<p>Summer 2025</p> <p>Ongoing</p>	<p>Portable ramps available and adjustments made as necessary.</p> <p>Building regulations compliance</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	<p>To monitor users of the school communication needs and respond to verbal requests to provide information in alternative formats.</p>	<p>Letters home, reports and homework instructions to be provided in large print or as PDF files that can be enlarged to the reader's requirements.</p>	<p>Deputy Headteacher & Curriculum Leaders</p>	<p>Ongoing</p>	<p>Information provided for the diverse needs of pupils, staff, parents and the community</p>