



THE COOPERS' COMPANY  
AND COBORN SCHOOL

*Love as Brethren*

 	Name of School	The Coopers' Company and Coborn School
	Policy review Date	July 2021
	Date of next Review	July 2024
	Who reviewed this policy?	Mrs Rachna Carron
	Date approved by The Finance & Strategy Committee	July 2021

## Accessibility Policy & Plan

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## **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

The Coopers' Company and Coborn 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 school's motto 'Love as Brethren' embeds these values.

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.

## **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.

## Context

The Coopers' Company and Coborn School is an 11-18 school located in The London Borough of Havering. The school comprises of several buildings covering a large site.

The Coopers' Company and Coborn School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEN meet the definition for disability. This Accessibility Plan covers all of these students. The Equality and Diversity Policy explains and responds to our statutory duties to promote equality in all areas identified as protected characteristics under the Equality Act (2010). All students have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the school to the best of their abilities.

The Accessibility Plan shares objectives with our Equality and Diversity Policy and SEND Policy and should be read in conjunction with these two documents.

An audit shows there is a wide range of disability within our pupil population. Below are the general conditions of pupils at The Coopers Company and Coborn School:

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and Physical

It is important to remember that not all pupils with a disability are required to be on the school's SEN register, but will be recorded on the school's medical list. The school monitors the list and will take all reasonable action to provide the support needed.

## Action Plan

Increase access to the curriculum for pupils with a disability

Targets	Strategies	Timeframe	Success Criteria
Our school offers a differentiated curriculum for all pupils	Options/twilight/enrichment programs reviewed at least annually.	Annually	Staff confident in meeting the needs/increasing access to the curriculum of disabled pupils in their lessons. Student feedback.
We use resources tailored to the needs of pupils who require support to access the curriculum	Individual Educational Plans (IEP) updated and reviewed termly to ensure staff are aware of the needs of students with additional needs.  Regular updates and training for staff.	On-going and according to need	Tracking of progress made by students with SEND.  Evidence of staff updates and training.  SENCO & Assistant SENCO to collect feedback for IEP reviews as and when necessary.

To make staff aware of the range of disabilities that may limit access to the curriculum for certain pupils.	Add information/key reports to the SEN Folders, Individual Educational Plan reviewed termly, regular updates sent out to staff about students.  Pupil and parents' feedback via meetings such as annual reviews.  Regular updates and training for staff.	On-going and according to need	SLT to review this during line management meetings with HOD's.
To provide greater access for disabled pupils to participate in extracurricular activities	Promotion of extracurricular activities to SEND students and parents/carers  Provide LSA support as and when needed to increase participation.	On-going and according to need	An increase in participation data of SEND students.

#### Improve and maintain access to the physical environment

Targets	Strategies	Timeframe	Success Criteria
To ensure that adaptations to existing and future facilities consider the needs of our SEND students  This may include: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	Involve SENCO, Assistant SENCO in any planning  Involve specialists from the Local Authority such as Visual Impairment teachers to review plans.	Ongoing plan as and when building / site changes	Pupils accessibility to the school site.
Students/visitors who use wheelchairs are able to move around the school without experiencing barriers to access such as those caused by doorways,	Consider ramp provision where areas are currently inaccessible.	June 2022	Wheelchair accessibility on the school site.

steps and stairs, toilet facilities			
Ensure furniture and equipment selected is adjusted and located appropriately	Involve SENCO, Assistant SENCO in any planning/purchasing.	On-going and according to need	Students with SEND have appropriate furniture and equipment in school that is in line with their needs.
To provide hearing loops in reception and meeting areas.	Identify areas where this may be needed.	On-going and according to need	Hearing loops in place in key areas of the school such as at the main reception.
All students and adults to be able to evacuate buildings safely in an emergency	Fire escape plan to be reviewed and updated	As required and at least annually.	Regular fire drill practice.  Site manager to review evacuation procedures.

#### Improve the delivery of information to students with a disability

Targets	Strategies	Timeframe	Success Criteria
To develop the school's web-based and physical resources so that they are able to be accessed by users who are visually impaired.	Review website with current provider	June 2022	Visually impaired users of the school to be able to access web-based resources. This could be via software which 'reads' documents and web pages.
Further develop use of software such as TextHelp to improve accessibility of resources for SEND students	Further staff training Drop in sessions for students who may need support in using new software.	On-going and according to need	Use of appropriate technology to support students with SEND.

#### Equality and Inclusion

Targets	Strategies	Timeframe	Success Criteria
To ensure that the Accessibility Plan is reviewed regularly and any changes reported	Clerk to the governors to add this to the list for governor meetings	On-going and according to need (at a minimum annually)	Policy and plan is reviewed and changed made according to the needs of students.

back to the school's governing body			
To improve staff awareness of disability issues	Regular training and updates focused around the needs of students on our school roll.	On-going and according to need	Regular training sessions/updates for staff
To continually challenge discrimination and harassment.	Working in line with policies such as Equality and Diversity, SEND; Behaviour and Teaching & Learning.	On-going and according to need	Ensure policies are reviewed and updated in line with review dates set out.

### 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 school's governing body annually.

### 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 (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Equality & Diversity policy