

# COWLEY INTERNATIONAL COLLEGE



## ACCESSIBILITY PLAN

Status	<b>STATUTORY</b>
Responsible Governors' Committee	Pupil Behaviour and Well-being
Date first approved by GB	Autumn Term 2017
Responsible Person	SENCO
Reviewed date	Spring 2021
Date of next review	Spring 2024

## ACCESSIBILITY PLAN (2021 to 2024)

### 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 increase access to education for disabled students
- Improve the availability of accessible information to disabled pupils

The Accessibility Plan is detailed in Appendix A. The Plan has been drawn up with consultation with students, parents, SENCO, other staff of Cowley International College. The Plan covers the period January 2021 to December 2023.

Cowley International College aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. At Cowley, this covers all aspects of teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.

Cowley International College plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school.

The school will work in partnership with the Local Authority and other partners in developing and implementing this plan.

The plan will be made available online on the school website, and paper copies are available upon request.

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. Monitoring Arrangements**

The plans will be reviewed and adjusted on an annual basis and a new plan will be drawn up after the three-year period.

The Action Plan for physical accessibility includes items relating to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new plan for the following period.

The Governing Body will monitor the Accessibility Plan through the Student Behaviour and Wellbeing Committee.

### **4. Links with other policies**

The Accessibility Plan should be read in conjunction with the following Cowley International College policies, strategies and documents:

- Equality
- CPD
- Health & Safety (including off-site safety)
- Special Educational Needs and Disability
- SEND Information Report
- Behaviour Management
- College Improvement Plan
- Asset Management Plan
- School Prospectus

## ACCESSIBILITY PLAN

**Action: To increase access to the curriculum for pupils with a disability**

Target	Current good practice	Outcomes	Person Responsible	Timescale	Success Criteria
1. Ensure awareness of disabled students' needs at events to support transition	Scheduled Open Evenings.  Communication with Primary Schools and collation of information.  Liaison with School Nurse and external agencies.	Pupils with a disability will be provided with considered transition support.	SENCo Head of School Head of Achievement Year Team Coordinator	Ongoing	Pupils will transition successfully as any adjustments will be in place prior to the student being on roll.
2. Ensure that the admissions process allows all potential candidates to be fairly reviewed	SENCO is consulted regarding all potential students with a disability to assess any reasonable adjustment required	Appropriate adjustments to assess a student's ability to join the school regardless of disability	SENCo Head of School Head of Achievement Year Team Coordinator	Ongoing	Appropriate adjustments will be in place prior to the student being on roll.
3. Enable staff to increase their knowledge and understanding of needs of disabled students	Circulation of relevant information and materials relating to individual student needs and relevant CPD.	Appropriate information will be shared amongst staff and CPD opportunities addressed when necessary.	SENCo	Ongoing	Staff will feel confident in providing appropriate teaching and support for disabled students
4. Maintain commitment to a well-trained and qualified Learning Support Team to support all students	SEND Department have excellent attendance and are trained and qualified to meet the needs of our learners.	Staff have a qualified team to consult and to help to deliver education to disabled students.	SENCo	Ongoing	Pupils, parents and staff will feel suitably supported by the SEND Department.
5. All pupils will access the school curriculum.	Our school offers an appropriate curriculum for all pupils.  We use resources tailored to the needs of pupils who	The curriculum will be adapted where necessary to meet the needs of all pupil.	SENCo Teaching staff	Ongoing	All pupils will make expected progress.

Target	Current good practice	Outcomes	Person Responsible	Timescale	Success Criteria
	<p>require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>				

**Action: To improve and maintain access to the physical environment**

Target	Current good practice	Outcomes	Person Responsible	Timescale	Success criteria
1. Provide access to all parts of the school building	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <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> </ul>	<p>Ramp access is available into all school buildings.</p> <p>Accessible toilets are available in all buildings with accessible changing facilities located in the 11-16 site and Physical Education Department.</p> <p>Elevators are located in the 11-16 and 6<sup>th</sup> form building. These are serviced regularly to ensure they are in a good condition.</p> <p>Evacuation chairs are located in the stairwells of the 11-16 and 6<sup>th</sup> form buildings with staff trained to evacuate students safely.</p>	<p>M Bennett S Chesworth</p>	<p>Ongoing</p> <p>September 2021</p>	<p>Staff certified to carry out the safe evacuation of students using Evac chairs.</p>

Target	Current good practice	Outcomes	Person Responsible	Timescale	Success criteria
	<ul style="list-style-type: none"> <li>Edges of stairs/steps</li> </ul> <p>School works closely with the Mobility Team at the LA to help identify adjustments when needed.</p>	<p>Disabled parking bays are located in all car parks.</p> <p>All corridors are of a suitable width to allow easy movement with passes issued to relevant pupils to allow them to leave their classes early enough to allow easier movement to their next lesson.</p> <p>All stair edges are of a conspicuous colour to ensure visibility.</p>			

### **Action: Improving information and communications for disabled students**

Target	Good practice	Outcomes	Person Responsible	Timescale	Success Criteria
1. Improve the delivery of information to pupils with a disability	<p>We use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Braille</li> <li>Induction loops</li> <li>Pictorial or symbolic representations</li> </ul>	All communications will be fully accessible.	SENCo Facilities Manager Marketing Manager	Ongoing	All Students will be able to access any information and resources they need.
2. Introduce new technologies to supports pupils with hearing or visually impaired	Office 365 available to all students with accessibility features e.g. Immersive Reader, Dictate.	Continued research into new technologies.	SENCo ICT Support	Ongoing	Students will have access to the technologies needed to support their learning