



Colby School Accessibility Plan

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Statement of intent

This plan outlines how Colby School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The Governing Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Positive Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy

2. Roles and responsibilities

The Governing Board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Governing Board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Headteacher and Governing Board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The Governing Board will undertake regular Accessibility audits / monitoring. The audits / monitoring will cover the following three areas:

- **Access to the curriculum** – the Governing Board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. The SENCO will report regarding this in termly meetings with SEND link Governors.
- **Access to the physical environment** – the Governing Board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Health and Safety / Premises link Governors review access to the physical environment during termly premises inspections.
- **Access to information** – the Governing Board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers. The SENCO will report regarding this in termly meetings with SEND link Governors.

The Governing Board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from audits / monitoring will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Curriculum review required, following implementation of new Curriculum.	Audit of the curriculum.	Headteacher, teachers, SENCO.	Started Spring 2021 and reviewed termly.	Leadership and teaching staff are aware of any accessibility gaps in the curriculum.	Ongoing review.
	Staff members to have appropriate professional development to support pupils with SEND.	INSET provided to all staff members.	Headteacher, external advisors, SENCO.	Started Spring 2021 and reviewed termly.	Staff members have the skills to support pupils with SEND.	Ongoing review shared with SEN Governor.
Medium term	School trips to take into account pupils with SEND.	Needs of pupils with SEND are incorporated into the planning process.	Teachers, SENCO.	Started Spring 2021 and reviewed termly.	Planning of school trips takes into account pupils with SEND.	Ongoing review shared with SEN Governor.
Long term	Pupils with SEND to have full access to lessons.	Provide reasonable adjustments for pupils with SEND.	Headteacher, teachers, SENCO.	Started Spring 2021 and reviewed termly.	Pupils with SEND can access lessons fully.	Ongoing review. Introduction of The Learning Hub Spring 2024.

Planning duty 2: Physical environment

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Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Continue to improve accessibility of school information.	Use a variety of communications, including WhatsApp and Facebook.	Headteacher.	From Spring 2021.	Communication is accessible for all stakeholders.	Ongoing.
Medium term	No current Medium Term targets.	No current Medium Term targets.	No current Medium Term targets.	No current Medium Term targets.	No current Medium Term targets.	No current Medium Term targets.
Long term	No current Long Term targets.	No current Long Term targets.	No current Long Term targets.	No current Long Term targets.	No current Long Term targets.	No current Long Term targets.

Monitoring and review

This plan will be reviewed on an annual basis by the Governing Board and Headteacher.

The next scheduled review date for this plan is February 2026.

Any changes to this plan will be communicated to all staff members and relevant stakeholders.