

# Accessibility Plan

## Cornelius Vermuyden School



<b>Approved by:</b>	Full Governing Body	<b>Date:</b> Autumn 2020
<b>Last reviewed on:</b>	September 2020	
<b>Next review due by:</b>	October 2021	

The following applies to all users of the school including students, staff, parents/carers and visitors.

## Introduction

This Accessibility Plan has been drawn up in consultation with the senior leadership team and staff of the School and covers the period from September 2020 – September 2023. The plan will be kept under review during this period and will be revised, as necessary. We are committed to providing an environment which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion. The plan and other relevant policies can be made available in large print or another accessible format, if required.

### I. 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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request. The School is committed to making reasonable adjustments to allow disabled students to access educational provision at the School. The School a 15-acre site, its' building was completed in 2012. The accessibility of provision for all students, staff and visitors to the School was a key priority when designing the school. All floors and buildings can be fully accessed by wheelchair users. We have two lifts that are available to use should the need require.

The school will make reasonable adjustments to ensure that disabled people are not treated less favorably in the following aspects as relevant:

- Accessibility to the premises and facilities;
- Accessibility to the curriculum;
- Accessibility of associated educational services;
- Training of staff and students.

The schools policy is to:

- Promote equality of opportunity;
- Eliminate unlawful discrimination;
- Eliminate disability related harassment;
- Promote positive attitudes towards people with a disability;
- Encourage people with a disability to have participation in public life;
- Take steps to take into account people's disability, even when it involves more favorable treatment.

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.

[https://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Documents/Essex\\_Schools\\_Access.pdf](https://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Documents/Essex_Schools_Access.pdf)

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.

We have included a range of stakeholders in the development of this accessibility plan, including:

- Students

- Staff
- Governors
- Parents
- Visitors

## 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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. Definition:

'A person has a disability if he/she has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.'

A person must be substantially affected by their disability in one of the following capacities:

- 'Physical impairment' including sensory impairments;
- 'Mental impairments' include learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'Substantial' means more than minor or trivial';
- 'Long term' is defined as 12 months or more.

This definition includes a wide range of impairments including:

- Dyslexia;
- Autism;
- Speech and language;
- Attention Deficit Hyperactivity Disorder (ADHD);
- Severe disfigurements;
- Impairments controlled or corrected by the use of medication/ prostheses/ an aid;
- Progressive symptomatic conditions;
- A history of impairment;
- People with HIV, cancer and multiple sclerosis at the point of diagnosis;

Exclusions include:

- An addiction to or dependency on nicotine/ tobacco/ non- prescribed drugs or substances;
- Seasonal allergic rhinitis (hayfever);
- Certain mental illnesses with anti-social consequences.

#### 4. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for students with a disability</p>	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>All students with a disability (as previously defined) to have a 'One Plan' outlining areas of need and support available.</p> <p>The curriculum will be differentiated according to the needs of all learners.</p>	<p>'One Plan' to be written with the input of all stakeholders, around the need of the student.</p> <p>'One Plan' to be shared with all staff.</p> <p>All staff to adhere to support outlined in the 'One Plan'.</p> <p>Access arrangements to be shared with key site staff (canteen/ caretaking etc.)</p> <p>Curriculum/ department reviews.</p>	<p>KHI SENCO</p> <p>KHI SENCO</p> <p>All staff</p> <p>KHI SENCO</p> <p>KHI SENCO/ NOU Teaching and Learning</p>	<p>On-going</p>	<p>Outcome of reviews</p> <p>Lesson observations</p> <p>Student feedback</p> <p>One Plan documents</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students 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> </ul>	<p>All students with a disability (as defined previously) to have a 'One Plan' and an evacuation plan outlining reasonable adjustments</p>	<p>Plans to be updated as required.</p>	<p>AWI Business manager KHI (SENCO)</p>	<p>On-going</p>	<p>Lesson observations</p> <p>Student feedback</p> <p>One Plan documents</p> <p>Site inspections</p>

	<ul style="list-style-type: none"> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	made/ to be made.				
Improve the delivery of information to students with a disability	<p>Our school uses 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>• Pictorial or symbolic representations</li> <li>• Verbal</li> </ul>	<p>Relevant resources to be shared with all stakeholders in the appropriate medium (according to the needs outlined in 'One Plans').</p> <p>I</p>	<p>Mode of communication needs to be identified at point of entry.</p> <p>Staff informed.</p> <p>Visitors to be aware of methods of communication available, eg. This information is available in braille</p>	<p>All staff</p> <p>Learning Support Team</p> <p>KHI SENCO</p> <p>Marketing team</p>	On-going	<p>Lesson observations</p> <p>Student feedback</p> <p>One Plan documents</p> <p>Reception leaflet etc.</p>

## **5. 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 head teacher and ratified by the governing body.

## **6. 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 students with medical conditions policy
- Teaching and Learning Policy

