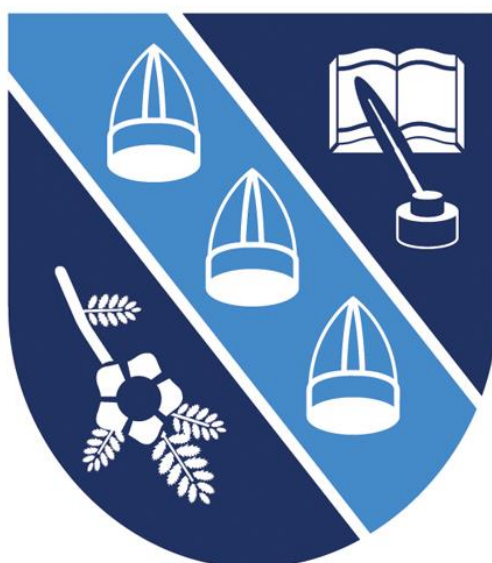


Accessibility Plan

Cottenham Village College

Astrea Academy Trust



Approved by:	CVC Governing Body	Date: 7/10/2024
Last reviewed on:	20/09/2024	
Next review due by:	20/09/2027	

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	6
5. Links with other policies	6

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 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

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.

Our vision is to ensure that all pupils are able to access the rich knowledge that has been handed down through the ages: young people are entitled to experience, in Matthew Arnold's words *the best that has been thought and said*. Access to the shared knowledge intelligent adults take for granted is a democratic right in order to understand and shape our community, our country and our world – to have our say in our democracy. This knowledge informs our community and empowers them to promote equality and inclusion within the school.

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.

The school and the trust honour and applaud the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive.

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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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. 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"> Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils Staff have high aspirations and expectations for pupils with SEND Staff have regular and updated training regarding additional needs and how the needs can be met Children with disabilities are actively encouraged to participate in music, drama and PE 	<p>Short-term:</p> <p>All homework set will be accessible and differentiated to meet the needs of pupils with SEND</p>	<ul style="list-style-type: none"> Use of online homework platforms to be reviewed, and accessibility functions explored Explore ways to reduce the time burden of homework for SEND pupils and make individual reasonable adjustments Update the APDR process to include more effective information sharing and more targeted action plans Ensure all pupils and families can participate in the APDR process termly Continue to develop staff understanding of SEND and further develop a culture of collective responsibility for pupils with SEND 	<p>All curriculum leaders, overseen by Kath Goudie</p> <p>Judith Chipps</p>	December 2024	Pupil and parent feedback around homework will be positive
		<p>Medium-term:</p> <p>All pupils with SEND and their families will be fully involved in the review of individual learning plan, including target setting each term</p>			September 2025	Pupil and parent feedback around APDR will be positive, and pupils' 1PPs and action plans will have clear links to their APDR targets
		<p>Long-term:</p> <p>The attainment gap between pupils with SEND and those without SEND will be reduced so that pupils with SEND will be making the same good progress as pupils without SEND</p>			September 2027	All staff will understand their roles and responsibilities for pupils with SEND, and will support pupils with confidence

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 where possible • Disabled parking bays, clearly marked out, next to the front entrance • Disabled toilets and changing facilities • Access to calm low sensory areas • Smooth, slip resistant, level and well maintained pathways throughout the site • Double doors through main thoroughfares • Corridors free from obstructions and wide enough for wheelchair users, with turning space • Door handles at a height for both sitting and standing use • The evacuation strategy and routes are regularly checked for effectiveness, including individual evacuation plans 	<p>Short-term:</p> <p>Ensure safe access to disabled toilets/changing facilities for wheelchair users</p>	<p>Ensure the maneuvering area in the Sports Centre disabled toilets/changing room is obstruction free</p> <p>Add to pupil welcome information to show where the disabled facilities are located</p>	Sarah Powell	December 2024	Disabled pupils will have obstruction free access to toilets and changing facilities
		<p>Medium-term:</p> <p>Establish a system to identify any lessons that need to be re-roomed to allow disabled pupils to be fully included</p>	<p>Where the building cannot be adjusted, look at moving a class to an accessible location in order to ensure inclusion of disabled pupils</p>	Clare Lowen	July 2025	Disabled students will be able to attend all curriculum lessons, facilitated by staff will having a flexible approach to rooming
		<p>Long-term:</p> <p>Ensure fire evacuation procedures for all disabled pupils and staff are effective and enable rapid evacuation from all areas of the school</p>	<p>Explore the possibility of portable ramps to be used in buildings that do not already have ramp access, or ramps at final exit routes for evacuation</p> <p>Source quotes for wall mounted strobe alarms for changing rooms</p> <p>Evaluate the use of evac chairs, and ensure appropriate training for staff who may need to use these</p>	Sarah Powell	July 2026	Disabled pupils will be able to be evacuated quickly and safely from all buildings

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils and parents with a disability</p>	<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 • Pictorial or symbolic representations alongside written information • Staff trained in the use of Roger Pen/hearing loops for deaf pupils • Use of SEND Parent Handbook to share key information about SEN support within school and key information relating to the Local Offer, external services, SENDIASS and Pinpoint. • SEND Parent forum held termly to allow for two-way communication around pertinent issues for SEND students and parents • Parent/SENCo 1:1 appointment booking system allowing quick access to protected discussion time throughout the year 	<p>Medium-term: Ensure that all essential information provided to parents and pupils is accessible</p> <p>Long-term: Ensure that essential signage is easily accessible to wheelchair users and those with visual impairment</p>	<p>Set up accessible versions of key information booklets throughout the year, to include large print and 'easy read' versions of the Y9 options booklet, SEND Parent Handbook, and the Y6 transition booklet</p> <p>Develop translations of key information booklets into different languages for EAL students</p> <p>Update important signage (including fire escape routes) in school that would benefit from being replaced with large print signs placed at a height that is visible from both standing and sitting</p>	<p>Senior leaders responsible for each area</p> <p>Sarah Powell</p>	<p>July 2025</p> <p>September 2027</p>	<p>All pupils and parents will be able to access and understand the written information provided to them</p> <p>All disabled pupils will be able to access essential signage around the school site</p>

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Principal or a member of the Senior Leadership team with responsibility for Inclusion.

It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Astrea secondary health and safety policy
- Equality policy and objectives
- Fire Evacuation
- Special educational needs (SEN) information report
- Special educational needs policy
- Supporting pupils with medical conditions policy