



Coombe Dean School  
*Success built around positive relationships*



# COOMBE DEAN SCHOOL

## ACCESSIBILITY PLAN

### 2021-2022

## **Section 1: Vision statement**

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. The purpose of this plan is to ensure that students with a disability can access our curriculum and the school site. This plan uses the definition of disability according to the Equality Act 2010 i.e.

4.4 The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

4.5 The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

### **Our vision**

Coombe Dean has high ambitions for all its students and staff, including those with a disability or Special Educational Need (SEND), and aims to ensure that they have the opportunity to participate in every aspect of school life. We strive to ensure equal opportunities amongst all staff and students and are driven by our shared commitment to inclusion, working with parents/carers to ensure the most successful outcomes for learners at all levels.

### **Coombe Dean School strives to:**

- Improve the achievement of pupils
- Improve the quality of teaching and learning (including behaviour and safety of pupils)
- Improve the quality of leadership and management
- Improve the ease of engagement for parents/carers in person and in our communications

### **Our core aims are to:**

1. provide a safe and caring school community that promotes the positive mental health and well-being of everyone
2. foster a love of learning for its own sake by providing a rich curriculum that enables every young person to discover their strengths, and to make the most of their talents within Coombe Dean School and beyond

3. raise the academic achievement and personal development of every single young person and eliminate performance gaps, through a highly effective co-operative approach to teaching and learning that is challenging, exciting, inspiring and engaging
4. engender respect for individuality, difference, the importance of teamwork and the contribution that every student can make to the life of the school, the local community and the wider world
5. create an enthusiasm for the world beyond the classroom – particularly through the arts, sport, literature and other opportunities to facilitate creativity
6. enable all staff to thrive both personally and professionally, by providing a mutually supportive and professional environment that facilitates opportunities to develop and actively encourages creativity
7. work in partnership with all stakeholders and other educational institutions to provide better transition, recruitment, support services and professional development opportunities, at improved value for money.

This plan links to other policies including the Equal Opportunities Policy. The plan will be shared with all stakeholders through the school website: [www.coombedean.co.uk](http://www.coombedean.co.uk)

The plan will be monitored by governors and the Senior Leadership Team. Complaints relating to this plan should be addressed via the school's complaints policy which can be found on the school website.

#### **REVIEW**

This policy will be reviewed every 2 years and monitored on an annual basis.

**Date of next review:** September 2022

## Section 2: Aims and objectives

Our aims are to:

- increase access to the curriculum for pupils with a disability
- improve and maintain access to the physical environment
- improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Accessibility Plan Code						
C. Increase access to the curriculum for Students with a disability						
E. Improve and maintain access to the physical environment						
I. Improve the delivery of written information to Students						
Objectives State short, medium and long- term objectives	Accessibility Planning Code (C, E, I)	Actions to be taken		Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability.				SLT Teaching and Learning		
Improve the delivery of written information to pupils.		To continue to identify students who may have difficulty accessing text or examinations and provide solutions that will solve this problem.	Monitor student progress and highlight students who are affected by an inability to access texts.	SENCo, Deputy SENCo & Exams Officer	Ongoing	All students able to demonstrate that they can access texts in school through testing and monitoring by SENDCo.
		Continue to develop ways to	Provide resources, including Kindle	SENCo	Ongoing	All entitled students receive appropriate

		support EAL students and ensure that they can access materials in all curriculum areas.	devices and Google Translate, to support language development and understanding			examination concessions.  All EAL students able to demonstrate that they can access learning in school through testing and monitoring by SENDCO and team. All EAL students make at least expected levels of progress
To improve provision for Students with SEND and physical	C, I	Training Audit	Audit of experience, training, and confidence and CPD needed.	SENCO	Dec-21	Audit Training and support
To improve the provision of ICT equipment for Students with SEND and physical	C, I	Audit ICT dept	Teachers to be given up to date training to enable best practice when using ICT in lessons.  Teachers given training in the use of Specialist software	SENCO	Dec-21	Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.
To improve the progress and participation for	C, I, E	Students profiles	Keyworks and students.	SENCO	Annually in Sept Ongoing	Pupil profile relevant and up to date

Students with sensory and or physical difficulties		<p>Specialist equipment/ adapted equipment.</p> <p>Develop fine motor and gross motor groups across school, as necessary.</p> <p>Audit access to school site</p>	<p>Inclusion Team deliver, train, review, feedback.</p> <p>PE Staff to establish and develop gross motor group.</p> <p>Site manager audit school grounds supporting access</p>	<p>SENCO, Deputy SENCO</p> <p>PE Staff / Sports Coach</p> <p>Premises Manager</p>	<p>(Moving to Provision Mapping) Annually /As required</p> <p>Annually/termly by Head of PE/Deputy SNCO</p> <p>Sept 21</p>	Students access curriculum successfully with supplied equipment. Observations of level show improvements
To offer specialist provision for SEND students and Students with sensory and or physical difficulties in an inclusive environment	C, I, E	To integrate inclusion-based students into mainstream lessons and activities e.g. follow timetable, after school club, school trips.	<p>Integration timetable for the curriculum.</p> <p>ASD friendly environment around the whole school</p> <p>inclusive activities and school trips</p>	Inclusion Lead	Ongoing	Integration into lesson follow full timetable
To ensure smooth transition of all Students with SEND and Students with sensory and or physical difficulties	C, I, E	Develop transition process within WeST Primary schools and Primary out of area	Review and implement communication preparations for Yr6 to Yr7 students.	Year 7 Year Leader	Annually	Feedback from parents Feed Back from students Assess- Plan-Do Review process

			Transition program/s			
To improve and develop participation / for Students with cognition and learning difficulties and physical difficulties	C, I	Staff training on differentiation.  Access to specialist support From HLTA and outside agencies	Deliver INSET training to support SEND knowledge and provide strategies to support differentiate. Ongoing training for all staff and one to one training where required.  Teacher Assessments - Highlighting extent of additional support required. internally or externally	SLT Teaching & Learning SNCO, Deputy SENCO	Ongoing	All staff attending INSET. Evidence in lessons. CPD  Request form submissions support offered, reviews.
To improve pupil voice for students with SEND at school	C	SEND Students to be on school council  SEND voice through P4C	School council All students given the opportunity of a voice in P4C	School council lead  Teacher	Ongoing	SEND Students on school council.
To improve the progress for students with communication and language	C, I	Speech language service to provide staff skills.	Teacher CPD Support HLTA	SLT Teaching & Learning SNCO	Apr-19 Autumn term annually	Provision map  Evidence of parents attending.

difficulties and EAL students		<p>Access to audio equipment when required.</p> <p>Access to electronic translators.</p>				
To improve the attainment and participation of Students with social, emotional, and mental health difficulties.	C, I	<p>Review Keyworkers support for students.</p> <p>Signpost parents to support.</p> <p>Further develop Inclusion.</p>	<p>Meet regularly to discuss students impacted by SEMH issues with safeguarding team and SENCO</p>	<p>DSLs and SENCO</p> <p>SENCO</p>	Ongoing	Provision map
Improve and maintain access to the physical environment.				Premises Manager		
Number of building floors						
Corridor access					Premises Manager	
Parking bays			<p>Corridor access across the school is good and corridors allow for the free movement of students. A one-</p>		Premises Manager	



			way-system is in place to aid flow.			
Entrances					Premises Manager	
Ramps					Premises Manager	
Toilets					Premises Manager	
Reception Area					Premises Manager	
Internal Signage					Premises Manager	
Emergency escape routes					Premises Manager	