

Coloma Convent Girls' School

Accessibility Plan



Approved by:	Coloma Board of Governors	Date: 15 th September 2022
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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 enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

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.

Through its Catholic ethos it hoped that each student will reach her full personal, social and academic potential.

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.

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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • At KS4 and KS5 students are able to access a number of academic pathways • We use resources tailored to the needs of pupils who require support to access the curriculum • 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 • We work closely with outside partners such as sensory impairment services. 		<ul style="list-style-type: none"> • Ensure curriculum resources include examples of people with disabilities. 	<ul style="list-style-type: none"> • Review curriculum resources • Find resources with examples of people with disabilities. 	<ul style="list-style-type: none"> • Heads of department 	<ul style="list-style-type: none"> • December 2022 	<ul style="list-style-type: none"> • All subjects will include curriculum resources with examples of people with disabilities

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Specialist ground floor classrooms • Library shelves at wheelchair-accessible height • Specialist hearing equipment • Re-rooming is actioned where necessary 		<ul style="list-style-type: none"> • Adapt more of the site to make it fully accessible, particularly independently (long term) 	<ul style="list-style-type: none"> • Full audit of accessibility • Necessary works/adaptions 	<ul style="list-style-type: none"> • SENDCo and SBM • SENDCo and SBM 	<ul style="list-style-type: none"> December 2022 September 2023 	There will be a clear action plan of what areas of the school need improving.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Sound fields • Radio aids 		<ul style="list-style-type: none"> • Improve pictorial signage • Improve large print signage 	<ul style="list-style-type: none"> • Audit of current signage • Replace/update current signage 	<ul style="list-style-type: none"> • SENDCo and SBM 	<ul style="list-style-type: none"> • December 2022 • July 2023 	All students are able to access information easily.

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 governing board

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
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy