Corby Technical School Special Educational needs (Information) Accessibility Plan

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.

Corby Technical School is committed to:
- demonstrating a commitment to developing access to the school for all students
- reflecting the views, wishes, aspirations and concerns of parents and students and be based on a culture of high expectations for all
- supporting a problem-solving approach and a commitment to the effective and sustainable use of resources
- using information from audit and other data collection approaches validated by research
- making links with the work of other agencies when appropriate

Corby Technical School will not treat students with protected characteristics less favourably than those without such characteristics.

CTS will take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

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, this procedure sets out the process for raising these concerns.

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.

Corby Technical School: Accessibility Plan 2023/24

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. The plan should also be read in conjunction with the Trust Equal Opportunities Policies.

TPO/EO/01 Single Equality Policy

TPO/EO/02 Accessibility Policy

TPO/EO/03 Religious Education

TPO/STU/05 Special Educational Needs and Inclusion

Targets	Current Practice	Timescales and Lead	Success Criteria
Students have physical access to the environment			
The physical access needs of all students, staff, governors and parents/carers are considered	Gather data around access needs at the point of admission to school.	Annually or as required (Transition Lead/Pastoral Lead KS3 and SENDCo).	Individual/relevant and current information is gathered and shared as required so that all needs are met.
	Create access plans for individuals as required (including through temporary injury).	Where appropriate, IHCP created by Student Support Team.	
	Discuss the Accessibility Plan as part of student and staff induction.	Annually (SLT and SENDCo).	
	Ensure that the accessibility of all relevant students are included at training days.	SENd focus Training Days to acknowledge this (SENDCo).	
	Students with Special Educational Needs and/or other additional needs are included in student forums and consulted about their views about physical access.	Annually.	
Enable outstanding outcomes for students who have disabilities.	CTS has an ethos of Quality First Teaching with a fully differentiated curriculum, which ensures that there is no	In place, at all times, (Teaching staff and SENd Department).This is QA'd on Climate Walks and Department "Checks".	Improve the skills, knowledge and understanding of all students with disabilities.

	dependency on Teaching Assistants in the classroom.		
	The provision for all students, especially those with disabilities, is to ensure the GAP is closed between them and their counter parts. This is monitored in both the School and Department Improvement Plans (SRTs).	Compiled annually and reviewed regularly (SENDCo). Termly meetings with HOD's to discuss Department Work and focuses.	
	Corby Technical School offers a differentiated curriculum to meet the needs of all students with quality first teaching at its heart.	In place, at all times, (Teaching staff and SENd Department). This is QA'd on Climate Walks and Department "Checks".	
Deliver a school environment that produces reliant learners	We use resources and guidance notes (Page Profiles), which are tailored to the needs of students. This ensures that students have access to the appropriate support within the curriculum. This is also part of the EEF work.	Reviewed annually (Teaching staff and SEND department). Discussed at SENd Training (Monday Sessions and Training Days).	Improve the skills, knowledge and understanding of all students with disabilities.
	Case studies include resources and best practice for people with disabilities.	As required by part of the SENd Spot-Lights and AIBs (SENDCo and T&L Team).	
	Curriculum progress is tracked for all students, including those with a disability..	In place, at all times, (Teaching staff and SENd Department). This is QA'd on Climate Walks and Department "Checks"/Line Management meetings with SENDCo.	
	There are routine CPD sessions for all staff to cover students with disabilities.	This is embedded within the CTS CPD Programme (Monday Sessions and Training Days).	
	The curriculum is reviewed (QA'd) to ensure it meets the needs of all students.	Formally completed annually during the updates to SRTs (HODs and SENDCo).	
All levels of the building and site are accessible by wheelchair	The environment is adapted to the needs of students as	In place at all times. Daily morning checks (Site Team/SENd	All users can move safely around the building and access all

users and those with physical disabilities	required. Physical elements includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Accessible toilets and changing facilities • Library shelves at wheelchair-accessible height • Fully accessible Food Technology and Design Technology classroom for students with mobility issues • Fully accessible Student Support classroom (Learning Base) for students with mobility issues • Evacuation chair/Space • Physio equipment and physiotherapy space (SENd Base) • Clear signage and markings are in place	Department).	required areas and resources. All users can be evacuated safely and have IHCP documented if a safe place of refuge is being used/required.
Accessible car parking	Bays are signed and compliance monitored. Parents/carers with children with physical disabilities granted special permission to park at the main entrance (Drop off bay).	In place, at all times.	Safe and close access to the school building, which reduces Risk of Incident.
Ensure that the building remains fully compliant in line with the Equality Act (2010), Health and	Any building or maintenance works ensure full compliance with the Equality Act (2010) in	As required (Site Team).	All students and staff are safe within and around the building.

Safety at Work Act (1974) and any other Health and Safety regulations	relation to access e.g ramps, alarms etc.		
Students have appropriate access to the curriculum			
Students with literacy and numeracy needs are supported across the curriculum	All Staff have access to students reading ages (GL Assessments). Reading ages produced for years 7, 8, 9 and SPRAX implemented to monitor. Central register kept and shared with staff of those who require: enlarged paper, modified papers, adapted fonts, use of coloured paper. Implementation of whole school literacy and number policy across all Key Stages (MSW and English Dept).	In place, at all times. (Data Lead disseminates information and HODs have access to share with Teams).	Students are able to access work and Literacy/Numeracy needs are met. The aim being that all students at Corby Technical School have a reading age at least at their chronological.
Written material available in alternative formats	Use of Connect 12 software and iPad to ensure the needs are met for students with visual impairments (VI). CTS also works closely with the local authority to ensure that needs are being met (Impairment Service).	In place, at all times. Staff to upload work on a weekly basis (Teaching staff and SENd Department – supported by the Impairment Service).	The school provides work which is accessible for students with visual impairments.
Ensure compliance with the Equalities Act 2010 and SEND code of practice	Staff training and information.	Annually or at SENd specific training (Monday Sessions and Training Days) – SENDCo.	All staff aware of and follow the Accessibility Plan and SENd requirements.
Early identification and close transition planning	Dedicated transition plan for students admitted to the Academy. This includes from Year 6 to 7, 11 to 12, plus in year moves.	When required, normally annually. This is part of the focus work of the Student Support Team and SENd Department.	Information is shared so that students, families and staff can meet student needs effectively.
	Thorough sharing of information and close communication with all stake-holders.	In place at all times (Student Support Team/SENDCo).	

	Specialist support and guidance for Year 6 into 7 and post 16 transition.	Annually (SENDCo, alongside the LA).	
	Use of EHAs and / or other external agencies.	When required (Student Support Team, Safeguarding Officers, Impairment Service, etc).	
The curriculum meets the needs of all students	A differentiated/modified curriculum is in place to meet the needs of students. Strategies are in place in all subjects that require it – Curriculum Plus.	As required, and in response to guidance notes (AAP and AP for Teaching/Learning).	Appropriate pathway and curriculum is in place that meets the needs of all students and ensures that outstanding progress is being made.
	Intervention groups and other support is available to students with additional needs.	As required (SEND department for interventions, RSL – KS4).	
	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	After each DP point (teaching staff, RSL, alongside AP for Data).	
	Students with Special Educational Need and/or other additional needs are included in student forums and consulted on their views about the curriculum, teaching and resources available to them.	As required (HOD's, AP/AAP: T&L).	
Appropriate resources and support in place to support students' learning needs	Consider the guidance notes/Page Profiles written for all students and adjust resources and teaching techniques accordingly.	As required in response to student requirements (Teaching staff – supported by the SENd Department).	All students have access to the curriculum through QFT and are evidenced to be progressing.
	Staff are provided with student information regarding specific needs, targets and progress measures.	As required in response to student requirements and the QA'ing of provision onsite.	
	Staff are provided with regular CPD and training, guidance on improving assessment, marking		

	and feedback for all students, and provided with best practice examples.		
Ensure teaching and learning methods and environment support children with: • Speech impairment • Hearing impairment • Visual impairment • Impaired mobility • emotional and behavioural difficulties • ASD (Note this list is not exhaustive)	Relevant strategies are in place, including, but not limited to; • Modified teaching resources • Accessibility to the classroom through height adjustable tables and work stations. • Adjustments to lesson time to create ease of accessibility around the building • Individual Health Care Plans • Physiotherapy • Targeted intervention for groups or 1:1 • Use of assistive technologies • Radio Aid Equipment	As required, in response to students' requirements (Student Support Team, Teaching Staff and SENd department).	Student are able to access the curriculum as observed during lesson observations, student outcomes and student voice.
Provision plans and/or Individual Health Care Plans are in place for all students who have a medical need and physical condition which could impact on their learning	Provision plans implemented and agreed with relevant parties. Risk Assessments also shared with relevant stake-holders – where required.	As required, in response to student need (Student Support Team).	All students have access to the curriculum and is shown to develop the Inclusive Educational Offer at CTS.
Ensure that all students can access the examinations (and achieve the best outcomes possible for them).	Approved exam access arrangements in place for all students who require and are eligible for support, including readers, separate rooming etc. ensuring there is evidence of the students' normal way of working	As required with evidence demonstrated (Examinations officer and SENDCo).	All students have approved exam access arrangements which ensure that they are not at either an advantage or disadvantage to their peers.

	in the classroom that comply with JCQ regulations.		
Relevant support from external agencies	The school will utilise the relevant agencies as required. These will include, but not limited to • Visual Impairment Team • Educational Psychologist • School Counsellor • CAMHS • EIPT • Maplefields • Physiotherapists • Occupational therapists • Teacher of the Deaf • Interpreters	In place, at all times, for relevant students (Referrals made by SENDCo).	Relevant support in place to outstanding progress can be made.
Regular communication with parents/carers	This will be via a number of methods such as • Reports • Parents/Meet the Tutor evenings • Emails/texts and phone calls • Annual review meetings • Guidance note review • Early Intervention meetings (Pastoral Leads)	In place, at all times (All staff, Student Support Team, and SENd Department).	Parents/carers are included and made aware of students' progress.
Excellent delivery of information to students, ensuring content is accessible to all.	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Coloured overlays/coloured paper • Visual clues • Induction loops and radio	In place, at all times (Teaching staff and SEND department).	All information is readily and easily available.

	aid equipment • Use of assistive technology • Use of laptops • CONNECT equipment for students with Visual Impairments • Pictorial or symbolic representations • Modified exam papers • Exam access arrangements for all students with any disability which could put them at a disadvantage compared to others. • Computer facilities available after school and homework club for specific students on a Tuesday and Thursday • Audit of laptop availability and internet connection conducted. Specialised equipment used in consultation with external agencies i.e.: Sensory Impairment Service, Education Inclusion Partnership Team.		

Monitoring arrangements

is document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be approved by the Principal.

Links with other policies

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

TPO/EO/01	Single Equality Policy
TPO/EO/02	Accessibility Policy Religious Education
TPO/EO/03	
TPO/STU/05	Special Educational Needs and Inclusion