Accessibility Plan
Corby Technical School

Approved By			
Last reviewed on	03/01/2023	**Next review due by**	01/01/2025

Contents

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 a school's physical environment for disabled pupils to enable them to take advantage of education and benefits, facilities or services provided or offered.

- Improve the delivery to disabled pupils of written information which is readily available to non-disabled pupils.

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 favorably than those without such characteristics.

Corby Technical School 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.

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. How the plan is constructed

Working alongside the Trust, the School's Welfare/SENDCO staff have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions

- Attainment

- Attendance

- Exclusions

- Education

- Extra-curricular activities

- Physical school environment

- Selection and recruitment of staff

- Sporting education and activities

- Staff training

- Welfare

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

4. Accessibility 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

4.1 Improving Physical Access

	Targets	Strategies	Timescale	Responsibility	Success Criteria
4.1.1	To be aware of the access needs of all students/children, staff, governors and parents/carers	Gather data around access needs at the point of admission to the school	Annually or as required	Vice Principal	Individual, relevant and current information is gathered and shared as required so that all needs are met
		Create access plans for individuals as required	As required	SENDCO	
		Annual reminder to parents/ carers through communication to let us know if they have problems with access to areas of the school.	September (annually)	School Office Staff	
		Include the accessibility plan as part of induction for students and staff	As required	Vice Principal / SBM	
		Staff training potential for future pupils as required	September (annually) or as required	Pastoral team	
		Students with special educational needs and/or other additional needs are included in student forums and consulted on their views about physical access at the School.	Ongoing	SENDCO	
4.1.2	Ensure that all users of the School site have access	Ensure that nothing is preventing access for all	Daily check to ensure the entrance area is clear of obstructions	Reception and Site staff	All users of the school feel welcome on site.
4.1.3	The environment is adapted to the needs of	Based on the review of access needs of all students/children, staff, governors and	Annual review of the environment based on	Site staff	Improved access to the school

	students, staff, parents/carers and visitors as required.	parents/carers (4.1.1 above), strategies embedded to ensure all levels of the building is accessible by wheelchair users and those with physical disabilities, including the following: • Ramps • Lift • Wider corridors • Library shelves accessible • Fully accessible PE areas and DT workshops • Evacuation chairs in place • Specialist furniture/seating when required • Safe lighting • All steps/stairs are clearly marked • Additional markings in place for visually impaired students as required by student need and budget • Disabled toilets and changing facilities • Disabled parking bays Solutions in place for movement of students with SEND between classrooms	review of access needs. As required review as and when access needs change As required	 SENDCO	
4.1.4	Maintain safe access for all as they enter the School premises, ensuring nothing is preventing access	Check exterior lighting is working on a regular basis External environment is safe and accessible to all: • Pathways • Paving • Clear signage and markings	Termly checks Daily checks	Site team Site team	Improved access to the school.
4.1.5	Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled students and staff. Emergency and evacuation systems are accessible to all (i.e. alarms with visual and auditory components)	As required	Student Support Manager / EHA	All students and staff are safe.

4.1.6	Ensure that the building remains fully accessible and compliant in line with the Equality Act (2010), Health and Safety at Work Act (1974) and other Health and Safety regulations.	Ensure that any building or maintenance works ensure full compliance with the Equality Act (2010) in relation to access e.g. ramps, visual alarms etc.	As required	Site team	All students and staff are safe.
4.1.7	Ensure learning environments are optimally organised for students with specific needs.	Classrooms are optimally organised for students with a physical disability, including sight and hearing impairments. Furniture is selected, adjusted and located appropriately according to the needs of the students.	As required in response to student need	All staff	Improved access to the classroom and learning environment

4.2 Improving Access to Information

	Targets	Strategies	Timescale	Responsibility	Success Criteria
4.2.1	School uses range of communication methods in place to ensure information is accessible	School will provide the following communication methods when required: • Internal signage • Large print resources • Braille • Induction loop • Visual cues • Modified exam papers • Exam Access Arrangements • Consultation with external agencies • Student use of laptops/technology • Regular and clear information available to parents in different formats if required • Homework is provided in hard copy to those without access to the internet	In place at all times and as identified through assessment of needs (4.1.1 above)	Senior Leadership Team	Information is readily and easily available
4.2.2	Improve awareness of alternative communication methods to parents/carers	The School aims to provide support upon request to parents/carers if they have problems with access to any information provided by the school or if they require any support at meetings with school staff	Ongoing	School Office Staff	All parents/carers become aware of alternatives available and how these can be accessed
		Signpost parents/carers without the internet to public places where computers are available.	Ongoing	All Staff	All staff aware of and follow the Accessibility Plan and SEN requirements.
4.2.3	Website is compliant with statutory regulations. Website information is provided in alternative formats and languages.	Audit of the website is undertaken on a regular basis to ensure that it meets the needs of its users and includes all required information.	Annual audit	Central Office Staff / School Business Manager	Website is compliant and accessible to users.

4.2.4	Students and parents/carers are aware of who they can contact for information, support and advice.	Contact details are provided on the School website and are made available to all during parents' evenings, open evenings and other parental meetings. SEN information report and accessibility plan is publicly available.	Ongoing	School Business Manager	Additional support provided to students. Greater awareness of needs which allows specialist support to be put in place.

4.3 Improving Access to the Curriculum

	Targets	Strategies	Timescale	Responsibility	Success Criteria
4.3.1	Early identification and close transition planning	• Dedicated transition plan for students admitted to the School • Thorough sharing of information and close communication with all parties • Careers guidance provided for all students to ensure optimum destination • Use of EHA's and/or external agencies	Annually and as and when required When required	Vice Principal / SENDCO Vice Principal	Information is shared so that students, families and staff can meet student needs
4.3.2	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 practical subjects. Intervention groups and other support is available to students with additional needs. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. Students with special educational needs 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 in response to student need As required in response to student need As required in response to student need Ongoing	All teaching staff	Appropriate pathway and curriculum is in place that meets needs and ensures progress

4.3.3	Appropriate resources and support in place to support students learning needs	Consider the needs of all students in the school when planning lessons and adjust resources accordingly, such as text size, paper colour, writing equipment, classroom position etc.	As required in response to student need	All staff	All students access fully the curriculum provided through quality first teaching
		With consideration for those children with general and specific learning difficulties, ensure all staff have access to the inclusion data of students for who they teach to ensure they can plan and deliver to meet their needs.	As required in response to student need		
4.3.4	Quality teaching for all students including differentiation so that all students can meet learning objectives	Teaching staff are provided with student information regarding specific needs, targets and progress measures. Staff are provided with regular CPD and training, guidance on improving assessment, marking and feedback for all students, and provided with best practice examples.	At teacher training days and ongoing throughout the year	Senior Leadership Team and all staff	Improved quality of teaching and learning through differentiated and personalised learning tasks. All staff aware of and follow the Accessibility Plan and SEN requirements
4.3.5	Ensure teaching and learning methods and environment support children with additional needs.	*Relevant strategies are in place, where appropriate, including the following: - Promotion of an ethos of inclusion, acceptance and understanding - Unobstructed classroom environment - Teaching support - Modified teaching resources - Early exit from class - Individual Health Care Plans - Accessibility of medication - Targeted intervention groups for students to build self-esteem, confidence and social skills ***This list is not exhaustive.**	As required in response to student need	All staff	Progress confirmed by observations and formal assessment. Students are able to access the curriculum

4.3.6	Provision is in place to allow all students to access extra-curricular opportunities	Pre preparation meetings with parents/carers to make all necessary additional arrangements such as transport, knowledge of the local area etc. Risk assessments to be in place for student/s visits and any residential where appropriate.	As required in response to student need	All staff	All students access fully the curriculum provided
4.3.7	Provision plans and/or IHCP's in place for all students who have medical needs and physical conditions which could impact on their learning	Provision plans prepared by the SENDCO and distributed to all staff.	Prepared annually and as and when required	SENDCO	Progress confirmed by observations and formal assessment All students access fully the curriculum provided
4.3.8	Physical management plans and PEEP's in place for all students who need them	Provision plans prepared by the SENDCO and distributed to all staff.	Prepared annually and as and when required	SENDCO / Student Support Manager	Progress confirmed by observations and formal assessment All students access fully the curriculum provided
4.3.9	Ensure all students can access public examinations and statutory assessments	Approved access arrangements in place for all students who require and are eligible for support, including readers, separate rooming etc. ensuring that there is evidence of the student's normal way of working in the classroom that comply with JCQ regulations.	For all examination/assessment events	Examinations Officer and SENDCO	All students that have approved access arrangements can fully access all exams and statutory assessments
4.3.10	Support from external agencies in place when required	The school will make itself aware of the services available through the LA and share this information with parents/carers	In place at all times and as required in response to student need	Vice Principal	Support for all students is in place so they make good academic progress

5. Monitoring and Review

The School will review annually to frame recommendations for inclusion in the plan. These recommendations include input from the Senior Leadership Team, SENDCO, Site and Operational Staff and the document is then placed on the agenda for the meeting of the governing body.

The plan should be read in conjunction with the Trust policies listed in part 6.

6. Links with other policies

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

TPO/ADM/06 School Admissions 2020/21 onwards
TPO/EO/01 Single Equality Policy
TPO/EO/02 Accessibility Policy
TPO/EO/03 Religious Education
TPO/HS/05 Safeguarding and Child Protection
TPO/HS/09 Risk Assessment
TPO/HS/10 Educational Visits and Learning Outside the Classroom
TPO/STA/27 Recruitment
TPO/STU/05 Special Educational Needs and Inclusion
TPO/STU/09 Supporting Pupils with Medical Needs in School