



Accessibility Plan

2023-26

Nominated Staff
Status & review cycle Statutory –
Last review date
Next review date

SENCO
Statutory 3 Yearly
Nov 2023
Nov 2026

This policy should be read in conjunction with:

- SEND Policy
- Safeguarding Policy
- Admissions Policy

Our mission

At North Cestrian School, we endeavour for our pupils to thrive and go on to lead rich and fulfilling lives, underpinned by the values of hard work, fairness and honesty. We do this through our vision:

- Non-stop pursuit of excellent teaching and learning so that all pupils gain the very best qualifications which they are capable of achieving.
- By every means possible to cultivate a Growth Mindset in all our pupils so they recognise the need for hard work – genuine effort to achieve carefully planned, ambitious goals, fairness – provision of opportunity irrespective of personal situation, and honesty – to develop the cycle of self-reflection and self-improvement
- To embed, instruct and achieve cultural enrichment and personal sophistication equipping pupils with the character traits to enter the adult world that will enable them to thrive and go on to lead rich and fulfilling lives as global citizens.

Our values

Fairness, honesty and hard work (Growth mindset).

1. Introduction

At North Cestrian school we are committed to the principle that all pupils can thrive, going on to lead rich and fulfilling lives whilst realising their potential. This is achieved through a broad and balanced curriculum that provides equality of opportunity and maximises achievement for all, regardless of specific need. We are committed to promoting fairness and equality in everything we do. We promote an ethos of care and trust where every member of the school community feels welcome and valued.

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. To this end we are committed to providing an environment that maximises access to all pupils, staff, parents and visitors regardless of their physical, social, spiritual, emotional and cultural background.

At North Cestrian School we are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan will be considered when drafting school policies and will be reported upon annually. It is intended that improvements to the school environment will be included in the School Strategic and Operational Plans.

2. Purpose

Our Accessibility Plan contains relevant and timely proposals to increase access to education for students with a disability in the three required areas as stated in the planning duties in the Equality Act 2010:

- 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

The school also recognises its responsibility towards staff with disability and will:

- monitor recruitment procedures to ensure that all people with disabilities are given equal opportunities.
- ensure that any staff with disabilities are supported with special provision to ensure that they can work effectively.
- make reasonable adjustment to enable staff to fully access the workplace, where necessary.

3. Legislation and guidance

Our Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in 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 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out 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.

The Accessibility Plan is structured to complement and support our Equality Policy and Objectives.

4. Aims

At North Cestrian School we are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan contains relevant and timely actions 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

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the proprietors. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be updated by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality and Diversity issues will be considered when policies and procedures are reviewed and as required by the Equality Act 2010.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

5. Accessibility Plan

Aim	Current Good Practice	Objective	Actions	Success Criteria	Timeline
Increase the extent to which pupils with disabilities can participate in the curriculum.	Our school offers a differentiated curriculum for pupils We adapt resources to support the needs of pupils who require support to access the curriculum Our Personal Development Curriculum includes examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability The curriculum is reviewed to make sure it meets the needs of all pupils	Increase access to curriculum for pupils with a physical disability and/or sensory impairments. Ensure that all pupils are as equally prepared for life including those with a disability. Enhanced intervention programmes delivered for all learners with learning difficulties.	Review the curriculum and resources to evaluate whether there is appropriate and relevant examples of people with disabilities included. Liaise with Sensory services to ensure appropriate auxiliary aids/ equipment is identified and procured accordingly.	All pupils (including those with a disability) are able to, and are encouraged to, access wider curriculum opportunities. Disability is not a barrier to accessing school clubs, activities or visits. Specialist or auxiliary aids and equipment (as identified by specialist support services), which may assist pupils in accessing the curriculum is acquired within a reasonable timeframe. Interventions timetabled to support 4 broad areas of need and impact evaluated according to the graduated approach. Intervention enhanced in line with EHCP reviews. Staff trained and resources secured.	Ongoing Ongoing; review and update according to the needs of users

Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Disabled toilets and changing facilities Hamlin and HOYKS office are available as calm, low sensory areas at different points in the day.	Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. Enhanced provision of resources for learners with a disability	Please see below summary of findings from Accessibility Audit [Appendix 1]	Complete accessibility audit to identify improvements to the physical environment of the school. Sustain links with Local Authority for specialist support to identify appropriate physical aids to access education. Develop provision of VI equipment for learners with a Visual Impairment as appropriate. Develop provision for HI stakeholders when in school.	July 2023 Ongoing dependent of needs of users Ongoing dependent of needs of users Ongoing dependent of needs of users
Improve the availability of accessible information to pupils with disabilities.	Where appropriate, resources and information is provided to pupils in adapted methods. This includes: • Coloured paper/ overlay • Large print We liaise with the appropriate Sensory Support services to best support individual need.	Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.	Information distributed electronically to enable individuals to access text to speech/ zoom features.	Information should be made available in various preferred formats within a reasonable timeframe. Information is available online and can be accessed in adapted formats including immersive reader.	Ongoing dependent of needs of users

Appendix 1: Summary of Accessibility Audit Findings

Reception:

Actions		
Priority actions (access)	Medium term actions (improve)	Potential longer-term actions (enhance)
• Bulb in the lift to be replaced (flickering)	•	• Power assist door(s) from reception to red reception •

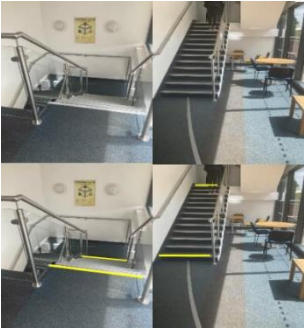
Red reception/ stairs

Actions		
Priority actions (access)	Medium term actions (improve)	Potential longer-term actions (enhance)
• Bulb change at top of red stairs to improve illumination (brighter [LED?]) • Handrail on wall side to support users with left sided weakness when accessing the red stairs. • Stair edge strips; change/ re-colour to improve step edge contrast.	•	•

Site:

Actions		
Priority actions (access)	Medium term actions (improve)	Potential longer-term actions (enhance)

- All stairs/ steps would benefit from top and bottom steps having highlighted edge strip e.g., yellow e.g.



- Fire doors to have release mechanisms fitted (some have already had 'Dorgard Fire door retainers' installed)
- All external steps require edge painting/ re-painting
- Staff to check VSH fire exit is unlocked whenever the hall is in use
- Contrast paint on level change and edges outside HOYKS on the external one way, e.g.

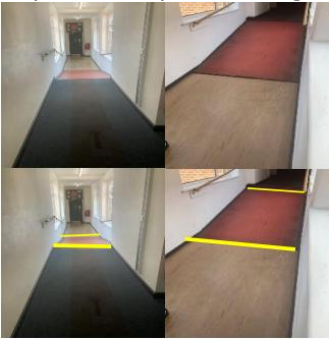


- Induction loop system to be considered; portable for initial use in reception and used around site accordingly
- There is limited signage around site to support independent navigation; increase appropriate signage as appropriate.
- In toilets, fixed bins are better to reduce trip hazards for users with VI/ mobility difficulties.

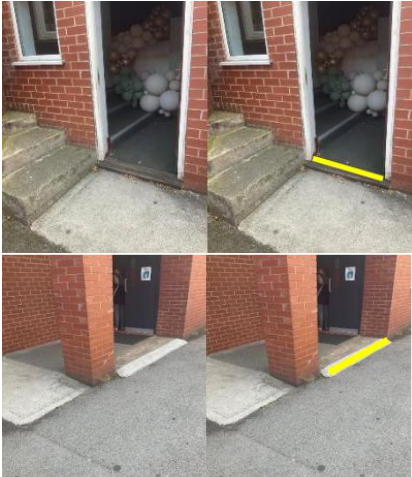
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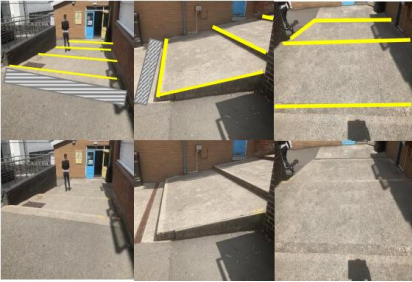
• Lights for the outside one-way from HOYKS office to improve visibility in darker, winter months • Check grid covers and replace/ contrast where appropriate • New cover required on grid/ manhole cover by site office • Contrasting coloured box around soap dispenser/hand dryer where the colour is the same as the wall •		
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Upper Corridor:

Actions		
Priority actions (access)	Medium term actions (improve)	Potential longer-term actions (enhance)
• Red ramp; top and bottom edging replacement to prevent trip hazard e.g.  • Lift outside staffroom needs an arrow/ instructions to find refuse point (it is at the top of the stairs, not clear directly from the lift) •	• Doorway by the staff toilets (no doors in place) to have hinge stubs [in floor] to be removed or insert doors to reduce trip hazard. •	•

Outside areas:

Actions		
Priority actions (access)	Medium term actions (improve)	Potential longer-term actions (enhance)
• Disabled parking to be considered and allocated. • Cars are parked on the kerbs, sometimes reducing width of walkway for wheelchair users; investigate and recommend alternative parking. • Access to UH4 and PE requires contrast paint to highlight change of level e.g.  • Steps to dining hall [from outside] has a slightly loose step edge; to be secured • Contrast strip (painted) required on steps to MUGA, there is no contract at present	• Ramp to 'pagoda' on yard to improve access • Light at the end of science to improve visibility on darker, winter months) •	•

• Contrast paint on levels on steps towards VSH e.g.  • Ramps outside music to have painted edge contrasts e.g. 		
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Science/ Technology:

Actions		
Priority actions (access)	Medium term actions (improve)	Potential longer-term actions (enhance)
• Bolt on disabled toilet should be removed to prevent accidental lock-in/ improve access in emergency •	•	• Lift in science block would open up the top floor to all; timetabling currently ensures pupils are not disadvantaged and have access to all of their classrooms.