



The Cowplain School

Work hard. Enjoy learning. Achieve highly.

Accessibility Plan

Adopted: Spring 2016

Review date: Summer 2019

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to students of the same age.

The Cowplain School has adopted this Accessibility Plan in line with the school's Special Educational Needs Policy with the aim of ensuring that our school is socially and academically inclusive, that all students have access to a full curriculum, and that all students are appropriately challenged.

Our Special Educational Needs Policy outlines the school's provision for supporting students with special educational needs and disabilities (SEND), and the school's Single Equality Plan and Equalities Objectives document explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our Special Educational Needs Policy for an outline of our full provision to support students with SEND.

The Cowplain School's Special Educational Needs Policy can be found here:

<http://www.cowplainschool.co.uk/about-us/statutory-information/>

The table below is based on our current assessment of accessibility for students with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for students with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training (inc accessibility of information)						
1.	Make scanned copied of ECHPs available to teaching staff in a secure area, to improve understandings of needs	Staff have more secure understanding of the needs of specific students	To keep staff informed of new students who may join in future cohorts, with highly complex needs (eg visual impairment, Down's Syndrome)	To enable planning and preparation for any resources for students with highly complex needs (eg large print editions of texts, microphones)	Work with primary feeder schools to ensure clear transition for all SEND students	The transition of SEND students allows them to settle and progress when they join in Year 7
2.	CPD for teaching staff to ensure the needs of SEND students are met	Staff have strategies available to use when SEND students are in their classes				
Teaching and learning (inc access to curriculum)						
1.	CPD will focus on improving teaching strategies with a focus on independence, resilience and mindfulness	The strategies developed will increase student responsibility for their own learning, and support SEND students in their independent learning				
2.	Lesson planning will focus on precise learning steps and checks to ensure progress	These checks should allow for staff to plan to intervene with SEND students much sooner				
School estate – minor capital expense						
1.	Install ambulant grab rails to refurbished toilet in Brunel Building	Additional ambulant toilet				

2.	Purchase of a folding access ramp	Allow wheelchair access to a number of areas around the school site				
School estate – major capital expense						
1.	Provide additional accessible toilet in Dickens Building with external access ramps	Additional accessible toilet facilities				Should we proceed with the development of a performance space the new build should include teaching spaces that are fully accessible.
2.	Improve facilities for wheelchair access into other buildings around the school site	Access for wheelchairs				

This Accessibility Plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

_____	SEN governor	Date:
_____	Headteacher	Date:
_____	SENCO	Date:

This document will be reviewed every three years