



The Cowplain School

Work hard. Enjoy learning. Achieve highly.

Accessibility Plan

Adopted: December 2021
Approved by:
Review date: November 2024

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.

Definition of disability

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 in mainstream provision in England.

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.

This accessibility plan forms part of the school's approach to meeting the needs of all our pupils. The plan should be read in conjunction with the school's **SEND policy and SEN information report** and shall be published on the website.

Our Special Educational Needs Policy outlines the school's provision for supporting students with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we aim to ensure equal opportunities for all our students through increased access to the curriculum, improving the physical environment at the school and enhancing availability of access to information, with a particular focus on 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 several 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 (including improving the availability of accessible information to disabled pupils)						
1.	Produce Pupil Passports available to teaching staff in a user friendly and pupil centred format to improve understanding of needs	Staff have more secure understanding of the needs of specific students and have access to strategies to support their progress	To keep staff informed of new students who may join in future cohorts, with highly complex needs (eg visual impairment, Down 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	Specific advice is given to staff on how best to deliver teaching and support the learning of students with SEND in the Dual Role Resourced Provision	Students in the Autism Unit and the Dyslexia Resourced Provision are enabled to progress and exceed expectations	All students with additional needs are supported in gaining qualifications that enable them to make bold choices for college courses and futures planning	Student destinations for pupils with SEND are aspirational
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				
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Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

1.	Provide specialist equipment to pupils with a physical disability and specialist resources for pupils with a visual impairment or eye colour stress	Contact is made with specialist professionals such as Occupational Therapists and Teacher Advisors meaning pupils are given the equipment and resources they need to progress	Assess pupils for Access Arrangements in Year 10 to ensure they are able to access GCSE assessments or other qualifications as required	Pupils with additional needs and disabilities have the same chance of success in formal assessments	Work with further educational establishments to provide a channel of information to ensure that the transition to college or a training provider is effective in enabling support to be in place for pupils with additional needs	A more successful transition to college or training provider
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School estate – major capital expense

The School site is spread over a large area and includes 7 older buildings built between 1930 to early 1970s. The site can be difficult to move around and access for people with physical disabilities are limited. We endeavour to accommodate access with portable ramps but other than a set classroom, this is very limited. During refurbishments the school has considered disabled WCs and there are now two available in different buildings. There is one allocated disabled car parking space.

The school will take account the needs of students and other users with physical difficulties and sensory impairments when planning and undertaking future improvements.

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				
3.	CIF Bid application for improvements to the front of the school site and access	Access for those in wheelchairs/ mobility scooters with suitable				

4.	into Dickens Building Provide additional access into another area of Dickens Building and completion of a fully converted accessible toilet	height intercom, automated doors and ramp access Closest possible car parking for disabled visitors to reception Access to a fully accessible toilet				
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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