



DATE RATIFIED:	Autumn Term 2024
DATE FOR NEXT REVIEW:	November 2026
REVIEWED EVERY 1/2/3 YEARS:	2 Years

NOTES:

Accessibility Plan

Purpose of Accessibility Plan

The purpose of this plan is to show how The Cornerstone Academy intends, over time, to increase the accessibility of our school for disabled students. We want everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Definition of a disability

According to the Equality Act 2010 a person has a disability 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 carry out normal day-to-day activities.

Legal Framework

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA) and the Disability Discrimination Act 1995 (DDA)

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including students, staff, parents, and carers and any other visitors to school, without waiting until the adjustment is actually needed.

Aims of Accessibility Plan

- To increase access to the curriculum for students with a disability.
- To improve and maintain access to the physical environment of the school.
- To improve the delivery of written information to the students.

Planning duties

The Cornerstone Academy's Accessibility Plan contains relevant and timely actions to:

- Increase access for disabled students to the school curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.
- Improve access to the physical environment of schools. This includes improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of written information to students with a disability. This will include planning to make written information that is normally provided by the school to its students available to students with a disability. Examples might include hand-outs, timetables, textbooks and information about school events. The information should take account of students' disabilities and students' and parents/ carers' preferred formats and be made available within a reasonable time frame.

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. We are committed to taking positive action in the spirit of the act, by removing disadvantage faced by students with a disability and eliminating discrimination. In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our students and their families.

Support for the development of inclusive practice in schools

The statutory duties set a clear framework for the development of inclusive practices in schools. Stemming from these are other inclusive elements in the educational framework. These include guidance notes, some of which are statutory, that shape national and local policy and practice in relation to disabled children and children with special educational needs:

- A statutory 'general inclusion statement' in the National Curriculum.
- A Special Educational Needs Code of Practice that states that every teacher is a teacher of students with SEN.
- Teacher training standards that recognise the responsibilities of all teachers to children with SEN
- Ofsted inspection of educational inclusion.
- Guidance to schools and LEAs, *Inclusive schooling: Children with special educational needs*, on their general duty to include children with special educational needs in a mainstream school.
- Guidance on *The distribution of resources to support inclusion*.

Current Good Practice

- We aim to ask about any disability or health condition in early communication with new parents and carers.
- Our site is on one level other than stairs leading to a meeting room in a staff area of the building. Disabled students have access to all learning areas. Should a meeting involving someone with a physical disability be booked, an alternative meeting space is used to the one upstairs.
- Car-parking includes disabled access parking spaces.
- The corridors are wide and students walk on the left to enable visually impaired students or students with other physical impairments to walk safely down the corridors.
- Disabled students participate in extra-curricular activities and clubs that are on offer, and this is built into their provision map.
- Discretion is used for the administration of medicines and students go to a private room such as the medical room to take medication.
- The entrance features a secure waiting area with access to toilets through a secure door.
- We consult with experts when new situations arise regarding students with disabilities. This may include staff training.

Plan

1. Increase the extent to which students with a disability can participate in the school's curriculum.

Target	Action	Timeframe	Resources	Outcome
All staff are aware of and understand the needs of all SEND students	Staff training programme continues to develop skills & knowledge in using differentiation effectively.	Ongoing	Staff time	Lessons are differentiated to meet the needs of all students
	Teachers held accountable for differentiation via lesson observations.	Termly review		
	VI student's access to be reviewed with the VI Service			

	and any actions added to the accessibility plan	Ongoing		
System for modification requests understood and used by all staff so that resources are produced in good time for lessons	Staff briefing to remind staff of their responsibility regarding providing information for VI staff Information in staff handbook	Ongoing	Staff, especially those who are Visually Impaired.	Students will have Braille content and other VI materials available for the lessons they are in. Students assessments are adapted for their needs.
Ensure all out-of-school activities are planned to allow for the participation of all students	Ensure trip approval documentation and risk assessments consider access for individuals with disabilities	Ongoing	Staff time. Possible cost of additional support and adaptation of certain activities.	All students fully able to participate in extra curricular activities

2. Improve access to the physical environment of the school.

Target	Action	Timeframe	Resources	Outcome
All VI students are able to identify rooms and able to way find easily around school	More permanent Braille Signage on doors around school and included in new build.	Ongoing, and at every timetable change.	Cost of permanent signage	Easier way to find a better identification will provide more independence for VI students.
In case of emergency escape routes can all be independently negotiated by visually impaired and other students with a disability.	Audit of all escapes routes to make sure they can be used safely by visually impaired and students with other disabilities. Personal emergency evacuation plans (PEEPS) are in place for students with physical and /or sensory disabilities. Training & practice with VI student.	Ongoing	Staff time	Staff and student confidence in independent evacuation of VI and other disabled students.
Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations and good practice regarding accessibility.	Identified during	TBC	New build allows full accessibility

3. Improve the delivery of written or other information to disabled students and parents/ carers.

Target	Action	Timeframe	Resources	Outcome
School website is accessible.	Audit website accessibility. Guidance on use of Plain English to be used.	Ongoing	IT staff time Possible cost to enhancements	Visually impaired people have full access to the school website.
Make available school brochures, school newsletters and other information for parents/carers in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	Ongoing	Staff time	With notice, the school will be able to provide written information in different formats when required for individual purposes.
Sign language interpreters to be accessed where needed.	BSL Interpreters to be sourced and booked at agreed meetings and reviews.	Sept 22	BSL interpreter costs on termly basis.	Parents/ carers can keep informed of their child's progress and school information.

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