

Accessibility Policy / Accessibility Plan



COOMBE HOUSE
S C H O O L

Policy owner:	Headteacher	Adoption Date: April 2024
Approved by company	School Quality Committee	
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1 Introduction

Purpose

Coombe House School (the “School”) is required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

The 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.

Legal framework

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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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.

2 Scope

The scope of this policy includes all staff and pupils at our school.

3 Policy statement

The Equality Act defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This means that, in general:

- the person must have an impairment that is either physical or mental;
- the impairment must have adverse effects which are substantial (substantial is more than minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed);
- the substantial adverse effects must be long-term (long-term means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection); and
- the long-term substantial adverse effects must be effects on normal day-to-day activities.

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;

- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgia encephalitis (ME)/ chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour; or
- produced by injury to the body or brain.

At our school:

- the majority of pupils have a disability and meet more than one of the above criteria. All pupils have a Statement of Special Education Needs (SEN) or Education, Health and Care Plan (EHCP).
- the School meets the needs of each individual through a personalised, integrated curriculum of education and therapeutic input, based on a range of multi-disciplinary assessments. These are used to assist professionals in the setting of appropriate targets.
- we prioritise meeting the needs of students, alongside providing support for effective learning and communication. This enables pupils to have as much independence as possible, through making their needs and wishes known and through supporting their choices wherever possible.
- we work within the Disability Discrimination Act 2005 terms, and ensure that pupils' targets and needs are reviewed regularly by teaching staff, in conjunction with parents, carers, clinical and therapeutic leads as part of our multi-disciplinary meetings.

This policy and accessibility 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.

Our school's complaints policy covers the accessibility plan. If a person has any concerns relating to accessibility in school, this policy sets out the process for raising these concerns.

4 Roles and responsibilities

All members of the school senior leadership team will be responsible for the implementation of this plan. Specific responsibilities are listed in the attached Accessibility Plan.

5 Links with other policies

This accessibility plan is linked to the following policies:

Health and Safety policy

SEND policy

Risk Assessment policy

6 Version control

Date of adoption of this policy, by or on behalf of the Proprietor	April 2024
Date of last review of this policy	April 2025
Date for next review of this policy	April 2026
Policy owner (Proprietor)	Dorset Centre of Excellence

7 Appendix 2: Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The plan details the accessibility requirements of the school's current pupils, and will be updated accordingly if there is an additional requirement.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p>	<p>All staff have overview of specific needs and know strategies to support Needs/Learning.</p> <p>To enhance the appropriate resources and curriculum tools required.</p>	<p>To create IEPs for individuals according to need.</p> <p>To make all staff aware of pupil needs / medical conditions.</p> <p>To audit and purchase resources through the appropriate budgeting systems</p>	Headteacher	<p>To be started from date of on roll to 12 week final assessment, completed within 3 weeks of pupil admission.</p> <p>September 2025</p>	<p>All members of staff are aware of any pupil with SEND.</p> <p>All information relation to disability and needs is hyperlinked to final IPP.</p> <p>Staff set regular targets.</p>

	<p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>A therapeutic approach to behaviour challenges / presentation</i></p>	<p>All pupils to receive appropriate and effective assessments for curriculum progress / targets.</p> <p>That there is an enhanced culture of Therapeutic Thinking to address SEND.</p>	<p>To ensure the ongoing CPD for staff in relation to Therapeutic Thinking.</p>		<p>New curriculum development and pathways</p> <p>Therapeutic Thinking embedding of practice</p>	
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> ● <i>Access to all areas via paths, ramps and lifts as required</i> ● <i>Corridor width</i> ● <i>Disabled parking bays</i> 	<p>Review the classroom environment – ensure classrooms continue to be organised with ease of access to appropriate resources, including specific and specialised resources for individuals (iPad, writing slopes, individual desks).</p>	<p>Learning walks to review classrooms - organisation and availability of resources.</p> <p>To collect and review feedback from staff, the therapy team and pupils.</p>	<p>Headteacher</p>	<p>Ongoing</p>	<p>Pupils to have access to high quality resources and organisational structures which enable access for all.</p>

	<ul style="list-style-type: none"> • <i>Disabled toilets and changing facilities</i> • <i>Appropriate classroom furniture for SEND</i> • <i>Dimmed lighting</i> <p><i>Colour themes to support sensory needs</i></p>	To review the therapeutic furniture impact on learning, engagement and presentation.				
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Pictorial or symbolic representations.</i> • <i>CPD led by experts (Therapy team lead, external speakers)</i> • <i>Good practice sharing opportunities with internal staff teams</i> • <i>Learning walks (QA or provision) completed by therapy team</i> 	<p>To ensure all staff have specific training on disability issues.</p> <p>To provide staff with knowledge and understanding of needs within the cohort.</p>	<p>Provide appropriate continuing professional development (CPD) related to SEND areas i.e. Dyslexia, self-harm, ASD. To provide CPD for manual handling.</p> <p>To ensure that support plans are adapted to cover all needs.</p> <p>To provide MDT processes to ensure that there is a holistic approach to support.</p>	Headteacher	To be completed within the yearly planned training needs and updated yearly with new information specific to cohort.	For staff to have knowledge of specific disabilities raising confidence in recognising and responding to individual needs.

8 Appendix 2: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Birch – only stepped access Oak / Cherry	As required review need for access to first floor or activities hosted to be moved to alternative location Life access available as required to access upper floors – ensure service is maintained	Head teacher (SLT) HT / Site facilities lead	As required
Corridor access	NA			
Parking bays	Main house designated parking bay	Ensure well painted and clear Review signage for disability parking Review need to move closer to reception	Site facilities HT HT	April '24
Entrances	NA			
Ramps	Access to breakfast club / lunch hall	As required review need and access to lunch hall for breakfast club / lunch – no ramp, stepped access. Ramped access is available through old building would need to ensure corridor clear and restricted access to remaining building or insert ramps to doors	Head Teacher	As required
Toilets	NA			
Reception area	NA			

Internal signage	NA			
Emergency escape routes	NA			
*Individual pupil needs	There is a pupil who has been diagnosed with Chronic Fatigue Syndrome and requires the use of a wheelchair as required.	<p>To ensure that a safety and support plan is in place with required actions and support documented.</p> <p>To continually engage with parent / carer and LA in plans to support YP.</p> <p>To provide staff with support and CPD around manual handling.</p> <p>To provide easy access to unlock the larger gates on site through the sharing of gate codes.</p>	HT / DHT	Ongoing