

### Policy / Procedure / Guideline Review

<b>Policy/Procedure/Guideline:</b>	Accessibility Plan
<b>Senior Manager Responsible:</b>	J. Pilkington, Principal
<b>Review date:</b>	December 2024
<b>Next review:</b>	November 2026

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## INTRODUCTION

Colne Primet Academy occupies a large site extending from Briercliffe Avenue in the west, North to residential housing off Burnley Road and South to the Colne/Preston Railway line. Pedestrian access is via entrances on Tatton St and Francis St, and optional pedestrian entrances at Curden St and Primet Heights; and vehicle access via Dent St and optional vehicle access at Cuerden St.

Colne Primet aims to provide a curriculum accessible to all its students, differentiated to meet individual needs and abilities and free from discrimination on any ground. This plan aims to ensure that, through careful planning, barriers to learning are, over a period of time, eliminated.

### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with students with severe and multiple learning. At Colne Primet Academy, student achievement is celebrated in a student-centred teaching and learning environment which enables students to be as independent as possible so that they make the most of opportunities when they leave school.

The 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.

The governing committee also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. SCOPE OF THE PLAN

### 3.1 Increasing the extent to which disabled students can participate in the school curriculum

- to monitor those areas of the curriculum that are normally difficult for disabled students to access; where necessary, re-rooming to more easily accessible classrooms.
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

The school plans to monitor access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### 3.2 Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

The school will continue to take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Colne Primet Academy will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school will monitor ways to improve the delivery of written information to students, staff, parents and visitors with disabilities. The school will make full use of local services, including those provided through the LA, for providing information in alternative formats (e.g. Braille or audiotape) when required or requested.

### 3.3 Financial Planning and Control

Trust Board will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time the School Accessibility Plan actions will be integrated into the School Development Plan. Colne Primet Academy will finance the plan by identifying costs and incorporating them into current and future budget commitments.

## 4. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase access to the curriculum for students with a disability	Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum resources overlays, coloured books/paper, and ipads/laptops. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students.	Curriculum model implemented to ensure students continue to make progress towards challenging objectives.	Ensure the effectiveness of the curriculum models.	SENCO Subject Leaders	Ongoing
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul> Physical environment reviewed annually to ensure accessible to all.	Long term - There are no access issues.  Short term – enable access to more of the building, including specialist rooms.	Review student access to ensure a positive impact on learning.	Site Manager and Trust Manager	Ongoing
Improve the delivery of information to students with a disability	Written information is modified to support students' understanding. Our school uses a range of communication methods to ensure information is accessible.	Review the effectiveness of communication strategies & tools	Complete a communication audit, to support students' skills.	SLT	Ongoing

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

This plan was previously reviewed in November 2023 but has been reviewed earlier due to completion of building work. This will next be reviewed in November 2026, unless there are any further changes to the site requiring this to be completed sooner.

It will be approved by the Local Academy Council at each review point.

## **5. Links with other policies**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Health & Safety
- Educational Visits Policy
- Behaviour Policy and Academy Culture Procedures
- Asset Management Plan
- Complaints Procedure
- SEND Policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site Manager	Ongoing
Corridor access	Corridors are wide	Ensure corridors are kept clear at all times	Site Manager	Ongoing
Parking bays	Disabled parking bays marked	None required	Site Manager	Ongoing
Entrances	Manual front doors, enclosed lobby	Review possibility of automatic front doors.	Site Manager	Ongoing
Toilets	All hygiene areas are accessible. Disabled hygiene area also available	Ensure service	Site Manager	Ongoing
Reception Area	Accessible to wheelchair users	None required	Site Manager	Ongoing
Internal Signage	Large signs in place for all subject areas	None required	Site Manager	Ongoing
Emergency escape routes	Fire evacuation and critical incident in place	Ensure weekly testing of system and maintenance	Site Manger	Ongoing