



Accessibility Plan

Initial Review By: Ofsted Pre-opening Inspection - Summer 2020

Reviewed by: Cornerstone Academy LSB, ELT & SLT

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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 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
- Improve the availability of accessible information to disabled pupils

Our 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.

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 school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the academy.

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice <i>Established practice and practice under development</i>	Objectives and Actions <i>Short, medium and long-term objectives</i>	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<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><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>Cornerstone Academy is fully accessible to all staff and pupils,</i></p>	<p>Continue to provide facilities which allow full access to all areas of the environment e.g. ramp, disabled toilets</p> <p>Further develop a curriculum and teaching style which is fully inclusive</p> <p>Empowering staff through further training to be competent and confident in fully inclusive teaching styles</p>	<p>Headteacher</p>	<p>N/A</p>	

	<i>visitors and parents/carers and outside agencies – This includes all school sites.</i>				
Improve and maintain access to the physical environment	<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>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Seating plans in classrooms which allow all pupils to participate fully in lessons</i> 	<p>To maintain level access wherever possible and to continue to offer access to all areas of the building.</p> <p>Ensuring that the light and temperature of the environment is comfortable and suitable for working in for pupils and staff</p> <p>Respond promptly to the needs of disabled pupils as and when they arise.</p>	Headteacher	As required / ongoing	
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>Large print resources</i> • <i>Induction loops if required</i> • <i>Pictorial or symbolic representations</i> 	<p>Develop use of teaching and learning aids which enable the pupils to understand and participate in lessons i.e. interactive white boards, non-white paper and backgrounds, learning support assistant</p> <p>CPD to ensure that all staff are aware of each pupils ability/disability and</p>	Headteacher	As required / pre admission	

		possible barriers to learning.			
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4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary when there are significant changes to staffing, pupils, or the physical environment.

It will be reviewed and approved by the Local Support and in consultation with the Trust Executive Leadership Team.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit – July 2023

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	One	N/A	Headteacher	
Classroom access	<p>Crewe – Accessed by the main door into the classroom directly from the school yard</p> <p>Sandbach – Accessed via ramp into the main front door to the downstairs learning area.</p>	<p>Ramps to be provided if required to classroom, dining kitchen and office for toilet facilities</p> <p>Ramps to be provided if required from downstairs learning area to conservatory and outdoor area</p>	Headteacher	Pre pupil admission
Lifts	N/A	N/A	Headteacher	
Parking bays	<p>Crewe – available parking at main gate</p> <p>Sandbach - 1 designated bay at Sandbach at front door</p>	Designated parking at Crewe to be created when site is being developed and provided if required before site development	Headteacher	
Entrances	Crewe – perimeter gate fob and padlock key	Security and Safeguarding Policies sent to all staff annually and on induction	Headteacher	

	Sandbach – front door fob and side padlock key			
Ramps	Both sites, ramps to be provided as required as determined pre admission	Pre admission requirements to be reviewed and discussed with modifications to be completed prior to admission	Headteacher	Pre pupil admission
Toilets	Crewe – 1 disabled toilet Sandbach – 1 disabled toilet	N/A	Headteacher	
Reception area	Located at main entrance of both school sites. Visitors to be fully vetted. Visitors follow same safeguarding procedures,	Visitors to be informed of procedures for safeguarding, fire bell and who to speak to, to raise any concerns	Headteacher	
Internal signage	Safety signage appropriately displayed round the school including safeguarding, fire evacuation, first aid, emergency exits, etc.	Updated signage to be printed, laminated and displayed	Headteacher	
Emergency escape routes	Fully signed round classrooms and staff areas	All key holding staff to complete fire marshal/warden training	Headteacher	