

Accessibility Plan 25/26

The Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The Corsham School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. The Equality Act 2010 places duties on Local Authorities and schools in relation to pupils and prospective pupils. It's against the law for a school or other education provider to treat disabled students unfavourably. This includes:
 - 'direct discrimination' – e.g. refusing admission to a student because of disability
 - 'indirect discrimination' – e.g. only providing application forms in one format that may not be accessible
 - 'discrimination arising from a disability' – e.g. a disabled pupil is prevented from going outside at break time because it takes too long to get there.

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include:

- changes to physical features - for example, creating a ramp so that students can enter a classroom
- providing extra support and aids (such as specialist teachers or equipment)
- timetable adaptations

3. Definition of Disability

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

4. The Children and Families Act 2014 states that a child or young person has special educational needs or a disability when:

- He/she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

5. The Corsham School plans to ensure the accessibility of provision for all pupils, staff and visitors to the school.

6. An Accessibility Plan will be drawn up and will be updated annually.

7. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment of the school**, adding specialist facilities as necessary where possible. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to **the curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. (If a school fails to do this they are in breach of the Equality Act 2010.) 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 pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information to pupils, staff, parents and visitors with disabilities**. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time-frame.
 - i. The Action Plan for physical accessibility relates to the Access Audit of the school, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

- ii. Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.
- iii. The school's complaints procedure covers the Accessibility Plan.
- iv. The Plan will be monitored through the CGSL Committee and reported to the Full Governing Body.
- v. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.
- vi. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Aims & Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

Our objectives are detailed in the Accessibility Action Plan.

Physical Access Information

The Corsham School comprises 6 key buildings. Four of these buildings; 'S' Block, 'R' Block 'T' Block & 'H' Block house the main teaching of the different curriculum areas. Whilst 'L' Block houses the School's Library and Main Reception. 'T' 'R' 'L' and 'H' Blocks are two storey buildings. 'R' Block is accessible by wheelchair via all the ground floor entrances and has a lift that allows access to the first floor. 'H' Block can be accessed by wheelchair via recently installed ramps that make the building accessible at any time. Permanent ramps and handrails have now been installed where needed (see photos below). The second floor is accessible via stairs. 'S' Block is a three-storey building. The school's Dining Hall and Main Hall are located in 'S' Block and are accessible via ramped access to the ground floor. The second and third floors are

accessible via stairs. Main Reception in 'L' Block is accessible by wheelchair users. The School Library is accessible via stairs. Where students can't access rooms upstairs, their classes are regularly rescheduled to accessible ground floor class-rooms.

There are accessible toilets located in the Behaviour Support suite in 'S' Block and in R block and they are also available in the new 6th form/Send building.

To ensure safety for all, students are asked to follow a one-way system in 'R' Block and to use external entrances in 'H' block to allow the safe and efficient movement of students around the school site during lesson changeover. All emergency and evacuation procedures are accessible to all. Internal emergency signage and escape routes are clearly marked. Alarms are auditory and the assembly point is on the school field outside of 'S' Block.

On site car parking for staff and visitors includes dedicated disabled parking bays. The school has road accessibility that allows school buses and taxis to drop pupils off by the main entrances and pick up at the end of the school day. As this is used as a through road at these key times, there are 2 pedestrian crossings in place to allow safe travel for all students who are coming to and from school by foot. Although this thoroughfare is only open to public transport during the 'drop off' and 'pick up' times at the start and end of the school day, parents of students with disabilities can seek prior permission from the Site Manager to drop off and pick up their child within the school grounds to enable safe travel for their child.

Management, co-ordination and implementation

The Corsham School consults with appropriate professionals (e.g. Advisory Teachers from the Specialist SEND Service) when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team work closely with the Local Authority, parents/carers and pupils to support accessibility for all.

The Corsham School Accessibility Plan 2025/6

Improve and Maintain Access to the Physical Environment at The Corsham School				
Target	Strategy	Timescale	Responsibility	Success Criteria
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To support full access to the curriculum for identified cohort of SEND pupils in Sept 2026 intake.	Establishment of Yr 7 transition support to enable supported and differentiated access to the curriculum. OPAL (ordinary provision for all learners) rolled out from September 2025	Ongoing.	SENCo, Head of Y7 and Transition Coordinator. CTLs for implementation of OPAL in their curriculum area	Literacy progress of identified cohort. Access to the curriculum. Quality Assurance shows implementation of OPAL
To ensure full access to the curriculum for pupils with physical difficulties.	Advice sort from SSENS Team for identified pupils. Specific equipment sourced from Occupational Therapy Service. Use of iPads/Laptops to support access to learning. Installation of appropriate handrails and ramps	Ongoing	SENCo and Site Manager	Full access to the curriculum.
To maintain close liaison with outside agencies for pupils with ongoing medical needs.	To ensure collaboration between key professionals. Pupils with Medical Needs (where needed) will have their provision monitored by the Educational Welfare Service through timetabled meetings with DH/SENCo, relevant pastoral staff	Ongoing	DH/SENCo – pastoral team	Pupils with medical needs will have reasonable adjustments made to access the curriculum. Attendance of pupils with medical needs will meet expectation with due regard to individual situations.
To further develop staff's understanding of SEND and implications for	A programme of CPD training to be available for teaching and support staff.	Ongoing	SENCo, AHT Teaching & Learning.	Increased differentiation evident in lessons.

students with SEND accessing the curriculum.				
To promote the involvement of students with SEND in classroom activities and discussion.	TA's to receive further training on questioning techniques, feedback and development of student voice to promote increased involvement of students with SEND in their learning.	Ongoing	SENCo, AHT Teaching & Learning.	Increased participation of students with SEND in lessons. Increased engagement in learning.
Improve the Delivery of Written Information to Pupils, Staff, Parents and Visitors with Disabilities				
To enable improved access to written information for pupils, parents and visitors.	All communications placed on the school website and available in alternative formats if required.	Ongoing	All teaching staff IT support staff Admin support staff	School information accessible to all.

Site accessibility improvements completed by 2021 (New Send with accessible garden, life skills room, large screens) and accessibility ramps at entrances to all inaccessible blocks.





