

The Corner School: Accessibility Policy and Plan

Owner:	Head Teacher
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Approvers:	The Corner School Education Committee
Date of last review:	November 2025
Next Review Date: (Updates in response to changes in legislation and best practice will occur as and when needed.)	November 2026

- **Scope:** This policy applies to everyone involved in UP's work (e.g. candidates, staff, temporary staff, agency workers, contractors, secondees, trainees/volunteers, Trustees, Governors etc.)
- This policy is written in accordance with all legal requirements and best practice
- **Equal Opportunities:** This policy will never discriminate directly or indirectly against the 9 protected characteristics. Equality of opportunity should be provided for all employees in accordance with the Equality Act (2010). Individuals are invited to provide information about any equality or diversity issues that may be relevant. UP may consider making adjustments to this policy in appropriate circumstances when feasible and in keeping with organisational needs.
- **Data Protection:** Personal data collected and processed in relation to this policy is managed in accordance with Unlocking Potential's Data Protection Policy.

1. Introduction

Schools are required under the **Equality Act 2010** to have an accessibility plan. The Corner School's plan is made available online on the school website, and paper copies are available upon request.

Our school aims to treat all its pupils fairly and with respect and we are committed to providing access and opportunities for all pupils without discrimination of any kind regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school, including ensuring staff are trained in understanding equality and disability issues. The school supports any available partnerships to develop and implement the plan.

2. What is Accessibility?

Accessibility is having the ability to approach, reach, enter, understand, communicate with, or use a service, benefit or the environment (whether the physical or virtual environment) on an equal basis to others. If this is not possible, adjustments should be made to make something as accessible as possible, for example by considering:

- **Physical access** –how can pupils access and use buildings, playgrounds, activities, classrooms, and the physical environment around the school?
- **Digital inclusion** – can pupils learn, play and access information digitally, and in different locations with their class peers in a dignified way?
- **Accessible information** – do we offer information, reading options and coursework in accessible formats, both digitally and physically?
- **Policy and decision-making processes** – do school and education policies and processes ensure all pupils have the same access to education and opportunities such as extra curriculum activities?

3. Aims

The purpose of the Accessibility Plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities
- Show how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe
- Anticipate the need to make reasonable adjustments to accommodate individual needs where practicable

4. Principles

- **Inclusive** – so every child and staff member can access the school environment easily and with dignity.
- **Responsive** – to individual need and what might reasonably be predicted, integrated or offered.
- **Flexible** – so children and staff can work and use facilities and support in different ways that meet their needs.
- **Realistic** – offering more than one solution to help balance everyone's needs and recognising that one solution may not work for all.
- **Sustainable** – having a school-wide accessibility plan (a statutory requirement under the Equality Act 2010) that sets out what the school is doing to promote accessibility and enables ongoing reflection and improvement on physical and digital accessibility.

5. Monitoring Arrangements

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan.

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Education Committee and the Head Teacher and approved by the Education Committee Chair. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

6. How to raise a complaint regarding Accessibility at our School

If an individual has any concerns relating to accessibility in school, the school's complaints procedure sets out the process for raising these concerns. We seek to include a range of stakeholders in the ongoing review and development of this accessibility plan (pupils, parents, staff and governors of the school).

7. Related Policies

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| • Health and Safety Policy | • Equality Statement and objectives (public sector equality duty) |
| • Health and Safety Risk Assessment | • Special educational needs (SEN) policy |
| • Equality, Diversity and Inclusion Policy | • Administering Medication Policy |
| • Neurodiversity Needs Assessment Plan | |

8. Useful Further Resources

- Centre for Accessible Environment offer a range of courses, services and resources around accessibility to the built environment: <https://cae.org.uk/>
- Access Association is a national membership organisation that offers access to online resources, e-bulletins and regional meetings: <https://www.accessassociation.co.uk/>
- The Design Council offers a range of online resources and a free e-learning on inclusive design: <https://www.designcouncil.org.uk/what-we-do/built-environment/inclusive-environments>
- Making your Digital Environment accessible: <https://www.gov.uk/service-manual/helping-people-to-use-your-service/making-your-service-accessible-an-introduction>

9. 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 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

10. Action Plan

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

Aim	Current Good Practice	Objectives	Actions To Be Taken	Person Responsible	Date To Complete	Success Criteria
Increase access to the curriculum for pupils with a disability	- Our school offers a differentiated curriculum for all pupils - Thorough assessments are carried out for each pupil and reviewed on an ongoing basis - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include examples of people with disabilities - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to make sure it meets the needs of all pupils - Quiet rooms/calming rooms available to children who need this facility - Curriculum and resources (books, toys) include examples of people with disabilities	- To offer a broad and balanced curriculum that meets the needs of all learners and allows all learners, regardless of their starting points, to make good or better progress. - To ensure the curriculum is tailored the SEN and SEMH needs of our pupils - Curriculum offer to have a balance of wraparound /pastoral aspect – life skills, preparation for life after TCS, and academic qualifications.	- Continue to review and refine curriculum with teachers and SENCO & Inclusion Lead - To monitor and update PSHE/RSE curriculum to ensure that it is compliant - Consult with all staff and pupils to hear their perspectives and for them to share their experience	Head Teacher / SENCO & Inclusion Head Teacher Head Teacher	Termly Termly Annually	- SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs - Termly progress reporting shows sustained progress of good or better - Sustained and consistent results - An environment and culture where individuals thrive and where diversity is celebrated

	• Staff are informed and supported and trained to manage individual SEMH & SEND needs • We ensure a strong partnership with our parents, where they feel able to contribute to the learning and progress of their children • We support the delivery of high-quality teaching, support and therapy so that the needs of ALL pupils are met					
Improve and maintain access to the physical environment	• The school is small and all on one level with no stairs or steps to navigate and even surfaces. • Pathways and routes logical and well signed • Ramps available where required. • Parking bays available close to the school entrance. • Adequate lighting in all areas • The school corridor width is accessible. • Door widths are accessible • Disabled toilets and changing facilities. • Bookshelves at low-level accessible height	• To ensure that all stakeholders are able to access the learning environment in a safe way that enables them to engage with curriculum offer	• Consult with all staff and pupils to hear their perspectives and for them to share their experience • Review whether furniture layout can enable easy movement for students with disabilities (if required) • PEEP (Personal Emergency Evacuation Plan) to be put in place where required	Head Teacher	Annually	• All learners and staff feel safe on the school grounds, and are able to access appropriate parts of the school and learning environment • All disabled personnel and pupils have safe exits from school • All physically disabled persons can be safely evacuated

	• Appropriate furniture and equipment is provided to meet the needs of individual students • Appropriate technology for those with learning needs & disabilities • Fire exits are accessible • Emergency and evacuation Safety alarms - hearing impaired children and adults are accompanied and would be visually notified • The environment is adapted to the needs of individual pupils as required. Specific assessments carried out based on individual needs • All children are encouraged to take part in music, enrichment activities, and physical activities • OT provision • All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need.		• Implement flashing visual safety alarms (if required)			
Improve the delivery of information to pupils with a disability	• Our school uses a range of communication methods to make sure information is accessible to staff, students and parents in a way that is user friendly • Appropriate technology for those with learning needs & disabilities	• To ensure that all stakeholders are able to access the learning resources and communications in a safe and accessible way • Continuously review the way that information is delivered	• Consult with all staff and pupils to hear their perspectives and for them to share their experience	Head Teacher	Annually	• All individuals are able to access information, and teaching and learning resources • Termly progress reporting shows

	• Pictorial or symbolic representations • Internal signage • Large print resources • Braille could be made available where required to meet individual needs • Induction loops not currently available – individual assessment could be made to meet individual needs • Staff are informed and supported and trained to manage individual needs – including Makaton Training • SaLT provision • Parents meet regularly with SENCO to access further support and advice. • Children are given opportunities to share their concerns, their views and their ideas. • Specific assessments carried out based on individual needs • Health & safety audits, policy, risk assessment & training in place • Risk assessments mitigate against identified risks for individuals	to ensure access and inclusion for all pupils, parents/cares and staff	• To consider (if needed) whether induction loops and braille resources are needed for those with visual or hearing impairments			sustained progress of good or better • Sustained and consistent results • An environment and culture where individuals thrive and where diversity is celebrated
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