

**COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS**  
**A10 DISABILITY ACCESSIBILITY POLICY & PLAN**

<b>COMMITTEE</b>	Curriculum & Student Matters
<b>LINK GOVERNOR</b>	N/A
<b>SLT RESPONSIBLE</b>	Kath Daniels Associate SLT, SENCO, Year Leader - Y10 & 11
<b>REVIEW</b>	Every 3 years formal review or following changes to Statutory Guidance
<b>POLICY REVIEWED</b>	March 2025
<b>REVIEW DUE</b>	March 2028
<b>APPROVED BY THE LOCAL GOVERNING BODY</b>	June 2025

**Contents**

Disability accessibility policy	Page 2
Accessibility Plan	Page 7

## **DISABILITY ACCESSIBILITY POLICY**

### **1 SCOPE**

This Disability Accessibility Policy applies to all students at Colchester County High School, parents and carers of students, School staff, Governors and disabled people who use the School or who may want to use the School. The Scheme is published on the School's website and is available on request.

### **2 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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

CCHSG has high ambitions for all students, including those with a disability (including physical, learning and hidden) and aims to ensure that everyone has the opportunity to participate in every aspect of school life. The school strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

The aims of this policy are to ensure that CCHSG complies with its duties under the Special Educational Needs and Disability Regulations as part of the Children and Families Act 2014 and Part 6 of the Equality Act 2010 (the **Act**), including the public sector equality duty set out in Section 149 of the Act. The School is required to have due regard to:

- The need to eliminate discrimination that is unlawful under the Act
- The need to eliminate harassment of disabled persons that is related to their disabilities (including hidden disabilities)
- The need to promote equality of opportunity between disabled persons and other persons
- The need to take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons
- The need to promote positive attitudes towards disabled persons
- The need to encourage participation by disabled persons in school and all walks of life.

### 3 STATEMENT OF INTENT

The school will:

- continue its commitment to be a selective Girls Grammar School in respect of academic standards whilst recognising its duties under the Equality Act 2010 in respect of persons with disabilities
- maintain and drive a positive culture towards inclusion of disabled people in all the activities of the school and especially in the development of the Accessibility Plan
- train staff to understand the differing types of disabilities and how to support employees and students who are disabled. Staff will not be expected, unless medically qualified or specifically trained to do so, or it forms part of their job description, to administer medication (except emergency medication e.g. epipen)
- adopt user-friendly procedures for considering admissions from parents of disabled children, being prepared to make all reasonable adjustments in the admissions process and other processes where appropriate
- implement and review the **Accessibility Plan** with the aim of increasing the accessibility of the school's curriculum, and to improve the physical environment of the school and to improve access to information for our employees, students, prospective students and parents/cares/guardians
- keep under review the school's Admission Policy, equal opportunities and anti-bullying policies in line with the relevant legislation.

### 3 DEFINITION

A **disability** is a *"physical or mental impairment which has a substantial and long-term, adverse effect on ability to carry out normal day-to-day activity"* (Equality Act 2010).

- Physical disability includes medical conditions for which a person needs to use a wheelchair, for example, cerebral palsy or brittle bones
- A mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness
- Long-term means a period of 12 months or longer
- An "adverse effect on day-to-day activity" means having a "significant and material" effect on the following: mobility, manual dexterity, physical co-ordination, continence, ability to lift carry or move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand, and perception of the risk of physical dangers
- Case law indicates that "significant and material" means "more than minor or trivial".

Other disabilities could include:

- severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings)
- progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity
- a controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes
- a history of impairment, for example, a person who used to be disabled and has recovered or a person with a previous mental illness.

Disability does not include:

- hay fever sufferers
- a person with anti-social tendencies such as paedophilia
- a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances
- a person who is addicted to nicotine, alcohol and other non-prescribed substances.

#### **4 DISABILITY DISCRIMINATION**

We will not treat a student or employee or a prospective student or employee less favourably on the grounds of disability.

We will not knowingly discriminate against a person on the grounds of disability:

- in the arrangements for determining admission or employment procedures
- in the terms on which a place at the school is offered
- by refusing or deliberately omitting to accept an application for admission or employment
- in the provision of education and associated services
- by excluding a person on the grounds of their disability
- by victimising a person with a disability
- by harassing a person with a disability
- by failing to take steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

#### **5 ADMISSIONS**

The school will be open to applications from any prospective student with a physical and / or mental impairment. The School will treat every application from a disabled student in a fair, open-minded way, subject to the requirement to achieve the academic standard required for admission.

##### **Welcoming and preparing for disabled students**

Where it is practical to make reasonable adjustments to enable a prospective student to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments.

In order to meet the needs of disabled students, the school requires full information. The school will ask parents/guardians of prospective students to disclose whether the student has received any learning support, have had an educational psychologist's report or have any disability or other condition of which the school should be aware. Where a student has an Education and Healthcare Plan (EHCP) recognising a special educational need, the school will work with the Local Authority in formulating and reviewing the EHCP to ensure that the identified provision is delivered in an appropriate manner.

In assessing the student or prospective student, the school may need to take advice and require assessments as appropriate. School staff involved will be sensitive to any issues of confidentiality and Data Protection Act 2018 requirements.

## **6 EDUCATION & ASSOCIATED SERVICES**

The school has an on-going duty to make reasonable adjustments in respect of the education and associated services provided. This is a broad expression that covers all aspects of school life. The range of activities that are covered by the expression include:

- the curriculum
- classroom organisation and timetabling
- access to school facilities
- sports and fitness activities
- breaks and lunchtimes
- school meals
- assessment and examination arrangements
- school clubs, educational visits and other activities
- preparation of students for the next phase of education.
- school policies & procedures
- school behaviour, sanctions and rewards
- exclusion procedures.

## **7 REASONABLE ADJUSTMENTS FOR STUDENTS**

The school is legally required to make "reasonable adjustments" in order to cater for a student's disability. The school shall inform the students and parents of the reasonable adjustments that the school is legally required to make for that student, which may typically include:

- making arrangements for a student in a wheelchair to attend an interview in an accessible ground floor room
- allowing extra time for a dyslexic student to complete an assessment or exam
- providing examination papers in larger print for a student with a visual impairment
- rearranging the timetable to allow a student to attend a class in an accessible part of the building
- arranging a variety of accessible sports activities.

- 7.1 The school is not legally required to make adjustments which include:
- physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library
  - auxiliary aids and services such as a loop for children with hearing aids
  - large LCD screen computers and disability trained classroom assistants.

## **8 DISABILITY & ACCESSIBILITY MONITORING, EVALUATION & REVIEW**

The school will draw up an Accessibility Plan which takes into account the needs of students, staff, parents, & governors.

The School will assess the impact of the Accessibility Plan by taking into account:

- the number of students with disabilities at the School;
- feedback from disabled parents, staff, students and governors;
- attainment of students with disabilities;
- the number of complaints;
- the number of bullying incidents;
- the number of staff and the success of staff with disabilities.

The Principal will report annually to the governors e.g. via the Executive Principal/Associate Principals' Report, as to the progress that has been made on the action plan and the effect of the action taken.

The Executive Principal and Local Governing Body will formally review the Accessibility Plan every three years and will publish a revised Plan within the time framework specified.

## **9 OTHER RELEVANT LEGISLATION, REGULATIONS & GUIDANCE**

- Equality Act 2010
- Children and Families Act (2014)
- The Special Educational Needs & Disability Regulations (2014)
- The SEND Code of Practice (revised April 2015)
- Supporting pupils at school with medical conditions (2014)
- Working Together to Safeguard Children (September 2024)
- Reasonable adjustments for disabled pupils (2012)
- Disability Discrimination Order (2006)

## **10 LINKS WITH OTHER POLICIES**

This policy should be read in conjunction with:

- A1 Admissions Policy
- AT P9 Equality, Diversity and Inclusion Policy
- AT4 Alpha Trust Health and Safety Policy Manual
- A11 Objectives and Equality Duty
- A3 Child Protection Procedures
- 16a Relationships and Sex Education Policy
- A9 SEND Policy and SEND Information Report
- A4 Behaviour, Reward and Sanctions Policy incl. Student Code of Conduct
- AT1 Concerns and Complaints Policy

## **ACCESSIBILITY PLAN**

### **INTRODUCTORY STATEMENT**

This Accessibility Plan (the **Plan**) has been drawn up in consultation with students, parents, staff and governors of the School and covers the period from February 2025 to February 2028. The plan is available in large print or other accessible format if required.

The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Colchester County High School for Girls is committed to providing an environment which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

#### **1. BACKGROUND**

**The school's layout and facilities:** The school is committed to making reasonable adjustments to allow disabled students to access educational provision at the School. The School consists of a main building with three floors which have lift access, mSchool which is all on ground level, and Science building which is on 2 floors with staircase and lift access.

#### **2. ACCESSIBILITY PLAN**

The School has prepared an Accessibility Plan (the **Plan**), Appendix 1, which is available, on request, to all parents and staff.

The Accessibility Plan includes consideration of how the school proposes to:

- increase the extent to which disabled students can participate in the school's curriculum
- improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated service
- improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

The Plan will be reviewed regularly, to ensure that the Plan is up-to-date and covers all aspects of school life. The Plan is attached as Appendix I.

It is acknowledged that there will be need for on-going awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

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

- School Prospectus
- A11 Objectives and Equality Duty
- AT4 Health and Safety Policy
- A9 Special Educational Needs Policy
- 45 Supporting Students with Medical Conditions Policy

### **3. REVIEW**

The Plan will be monitored through the Curriculum & Students Committee of the Governing Body, and progress reviewed yearly. There will be a full review of the Plan in February 2028 when a new Plan will be produced to cover the next three years.



**APPENDIX 1 COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS ACCESSIBILITY PLAN FEBRUARY 2025 - 2028**

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Person Responsible</b>
<b>Physical Environment</b>				
Ensure that all areas of school building and grounds (including the new builds) are accessible for all children and adults and to continue to improve the access of the physical environment for all where reasonably possible.	Health and safety Coordinator and site staff to audit accessibility of school buildings and grounds. Local Governing Body to check accessibility and then produce an Action Plan if any areas require it.	Any modifications needed will be made (if reasonable and practicable to do so) to the school building and grounds that are needed to facilitate ease of access for all.	Ongoing as accessibility and support as required	Site Manager Business Manager SENCO
Ensure any proposed 'new build' project is physically accessible for everyone.	Project/Site Manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	Ongoing as accessibility and support as required	Site Manager Business Manager SENCO
<b>Curriculum</b>				
To deliver a broad curriculum that fosters inclusivity and reduces barriers (both physical and discriminatory) for all students but particularly those with SEND.	Regular curriculum review. Ensuring the that the curriculum offer meets the needs of all students regardless of SEND	All students able to access a curriculum that meets their needs and gives the best outcomes for social mobility.	Ongoing	SENCO All Middle Leaders
Continue CPD for teachers and support staff on Quality First Teaching and Adaptive Teaching for students with SEND	Review the needs of children with specific issues, provide all relevant CPD from SENCO. Ensure up to date and adaptive 'assess, plan, do, review' cycles as documented on One Plans	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process, and that needs and expertise will change with time and emerging policy.	Ongoing as required	SENCO
A range of extra-curricular and co-curricular school activities are planned to ensure they are open to the participation of the whole range of pupils (where this is practicably possible).	Review all out of school provision to ensure compliance with legislation. Adapt school activities or offer alternatives so that all students have the opportunity to participate in activities appropriate to their needs.	All out of school activities will be conducted in an inclusive manner with providers that comply with current and future legislative requirements. This includes supporting our students with medical needs (see separate policy). We understand that it is not always practicably possible for students with disabilities to engage in every activity in the same way as their able-bodied peers. However, adaptations should allow the broadest possible participation of students with disabilities.	Ongoing	SENCO All Middle Leaders

Classrooms are optimally organised with appropriate additional equipment provided (where required) to promote the participation and independence of all students and adults as far as is practically possible within the constraints of the existing building.	Review and implement a preferred layout of furniture and specialist equipment to support the learning of individuals with disabilities.	Students with disabilities (and those without) are able to access lessons without the disruption caused by having to adapt unprepared classrooms at the beginnings of lessons to accommodate the needs of individual students.	Ongoing as accessibility and support as required	Site Manager Finance Manager SENCO
Transition Points are supported by the SENCO	SENCO will ensure appropriate transition support is in place ahead of any transition into CCHSG as a school community or into a new Key Stage.	All students will have their individual needs met, and school will attempt to remove barriers to attending school.	Ongoing as required	SENCO
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	SENCO will ensure appropriate testing and ensure reports are provided in order to apply for examination access arrangements.	All students-will have their individual needs met, and school will attempt to remove barriers to assessment access.	Ongoing as required	SENCO
<b>ACCESSIBLE INFORMATION</b>				
Ensure availability of accessible information for students with disabilities	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Radio Aids</li> </ul>	All students will be able to effectively access information in lessons and around the school site.	On-going	Site Manager Business Manager SENCO Class Teacher