



Court Fields School Accessibility Plan 2023-2025

Date: November 2023

Due for review: Autumn Term 2026

Blackdown Education Partnership has high ambitions for all of its students, including those with a disability and protected characteristics. Blackdown Education Partnership aims to ensure that everyone has the opportunity to participate in every aspect of school life. The Trust strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to intentional inclusion. Inclusion, equity and diversity are fundamental to our school communities, and we celebrate difference and challenge prejudice.

The Equality Act 2010 provides that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”, by ensuring that ‘reasonable adjustments’ are made to alleviate any such substantial disadvantage for the whole Trust Community, whether that be adults, students or prospective students.

This Accessibility Plan is intended to comply with the Trust’s obligations under current equality legislation, including in particular Schedule 10 of the Equality Act 2010 and the Department of 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.

The Trust has determined to make each school as accessible as reasonably practical and to make plans for increasing access and opportunity for students with disabilities.

The Trust Board has overall responsibility for ensuring that there is compliance with this legislation. Each Local Governing Committee has delegated responsibility for monitoring compliance of the Accessibility Plan every three years within their individual schools.

To support this Accessibility Plan, a physical Access Audit will also be carried out every two years in each school by the relevant Premises Manager in conjunction with the SENDCo, with the results of the audit (Action Plan) being fed into the annual review of the SEND Policy/School Development Plan as well as informing changes to the Accessibility Plan. The results of the audit will also be presented to each Local Governing Committee for monitoring.

This Accessibility Plan should be read in conjunction with the following school policies:

- Health & Safety Policy
- Data Protection Policy
- Freedom of Information Publication Scheme
- Complaints Policy
- Supporting children with Medical Conditions Policy
- SEND Policy
- Children with Health Needs who Cannot Attend School Policy
- SEND Information Report
- Equalities & Diversities Policy

In all Trust school’s all staff receive information about these elements of the law relating to SEND. ECTs and Teaching Assistants receive additional information on how to implement the Trust’s SEND Policy as part of their induction training. Information will also appear in the respective staff handbooks.

The Trust’s complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in any of the Trust’s schools, this procedure sets out the process for raising these concerns.

The Accessibility Plan contains relevant and timely actions to:

<p><u>Strand A:</u></p> <p>Increase the extent to which disabled students can participate in the curriculum</p>	<p>The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips.</p> <p>Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training.</p>
<p><u>Strand B:</u></p> <p>Improve the physical environment of the schools to enable disabled students to take better advantage of education, benefits, facilities and services provided</p>	<p>This strand covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture.</p> <p>Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.</p>
<p><u>Strand C:</u></p> <p>Improve the availability of accessible information to disabled students</p>	<p>This part of the duty covers planning to make written information normally provided by the school to its students– such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by students or their parents/carers about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.</p>

Objectives	Action	Timescale	Success Criteria
<p>Strand A: Increase the extent to which disabled students can participate in the curriculum</p> <p><u>Current Good Practice:</u></p> <ul style="list-style-type: none"> At Court Fields School we make reasonable adjustments to enable all pupils to access our broad and balanced curriculum, which is ambitious for all. We powerfully address disadvantage by this being a core strand of our School Improvement Plan and School Priorities. We have worked as part of the National NASEN Project to review our SEND provision which has led us to improve outcomes for SEND pupils in a multitude of areas. This work led us to have a thorough annual Evaluation of SEND where school leaders including the SEND Governor contribute to. There is a SEND Action Plan in place 2022-25, which has been updated in September 2024. Our SENCO is a fully qualified SENCO and has been a practicing SENCO since September 2020. Further to this, she spent 5 years in a Specialist Provision which included being Assistant Headteacher for Pastoral. The SEN Team have highly skilled staff with a range of roles to support all areas of the Code of Practice. This includes a Lead Reading Teacher as part of the Trust Priority, who was formally a Primary School Teacher. We have a SEND Facilitator, Outdoor Learning Lead, as well as HLTAs where we have leaders in Transition into Year 7, KS4 Lead who is responsible for Access Arrangements, a leader of the Neurodevelopmental Pathway along with Communication and Interaction with expertise in Sensory Processing as well as an SEMH Lead TA. We have a Lead on Adaptive Teaching who also is the link to the Satellite Provision at the Cove (Selworthy School). We are evidence-based practitioners who are outwardly facing. Students identified as SEN Support have Pupil Passports which are updated at reviewed at least Annually at SEND Annual Reviews. This allows close monitoring of provision and strategies needed to support our learners to be successful and fully participate. Medical Care Plans are in place for those with medical needs. CFS also buys into traded time to enable us to work with the Educational Psychologist. Our SENCO supports the local cluster of Primary Schools to ensure the very best outcomes for our children and young people of Wellington. CFS has a Provision Map that is shared on the website, and Provision is tiered in the 3 Waves, 1-3, Universal to High Needs. There is an excellent Transition Programme in place to share information to allow timely planning for future cohorts so disabled students can participate in the Curriculum. Access Arrangements support pupils to have a fair and equal opportunities in exams and are evidenced based from the child's normal way of working throughout their time from Year 7 to Year 11. 			
Objective 1:			
Continue to support students to achieve their expected or above expected outcomes	<p>Monitoring of data</p> <p>Appropriate ambitious Pathways</p> <p>Vocational Learning through AQA Units and Entry Level for some</p> <p>KS4 Lead TA coaching Year 11 to best use the Access Arrangements</p> <p>CPD for teachers and TA's</p> <p>Accurate identification of need</p> <p>Evidenced based Interventions</p>	By August 2025	<p>Increase SEND Pupils to continue to lower progress gap between SEND and Non-SEND.</p> <p>Increase the SEND Pupils getting a 4+ in Maths and English</p>

Continue to support teachers with adaptive teaching	Adaptive teaching ensures pupils are engaged and participate Pupil Passports support adaptive teaching for our highest need Continuation of Adaptive Lead Teacher and Reading Lead Teacher to support teachers and TA's.	By August 2025	Learning Walks evidence good adaptive teaching on Step Lab Pupil Passports are used in the planning and delivery of adaptive teaching.
Continue to use evidenced based interventions to improve outcomes for SEND	Reading Lead Teacher in place for lowest 10-20% Readers for extraction group. Reading interventions in place led by Reading Lead Teacher SALT Lead TA ELSA's ASD Lead HLTA supporting graduated response for identification of need. A range of outdoor learning in place led by Outdoor Learning Lead to support SEMH and other areas of COP need. SEND Action Plan in place	By August 2025	Improve data for lowest readers in line or above last year's success SALT Groups in place and progress is made for those learners ELSA allows pupils to manage their emotions and use strategies
Strand B: Improve the physical environment of the schools to enable disabled students to take better advantage of education, benefits, facilities and services provided <u>Current Good Practice:</u> <ul style="list-style-type: none"> Improvements have been made over time to allow access for students with physical disabilities, including wheelchairs. Lifts are in place in B block and in the Sports Hall. PEEPs (Personal Emergency Evacuation Plans) are in place for any student who needs one. Accessible toilets. Medical Plans in place and any temporary injury or illness is communicated from the Pastoral Team (Hub) via All Users and HOY. Two recent visits from OT's and a Case Team have taken place in Summer 2023 and October 2024 for pupils with long term physical disability and reports have been shared how to best support students transitioning to us with multiple disabilities including sight and CP. 			
Objective 1:			
Implement any change following site walk through from October 2024 for new pupil in year 6 transitioning next September	Read report and make an action plan	By August 2025	

Continue to support teachers how to best support the lay out classrooms for neurodiverse children, being neuro-affirmative environments.	Monitor classrooms via learning walks – VM and MT CPD for staff from Neurodevelopmental Pathway VM MT ongoing attendance to discussion groups for the Neurodevelopmental Pathway CPD Programme in place	By August 2025	Classrooms are less cluttered. Displays are more neuro affirmative Seating plans are supportive of neuro-divergent children Movement breaks are in class, and planned to support children's engagement in class New dining room in place
Have a sensory room to support neurodivergent children and support self-regulation	Need to acquire further £2000 to support the £7000 build/quote to be started.	By April 2025	In place and used. Students able to regulate more independently and less learning is lost.
Strand C: Improve the availability of accessible information to disabled students			
Current Good Practice: <ul style="list-style-type: none"> Pupil Passports give up to date information on needs and strategies. Communicate In Print (CIP) has just been purchased to support the highest need in SALT Interventions. Knowledge Organisers in place. Coloured overlays are used to support reading of information where needed. Staff SEND Handbook (CFS and NASEN) shared with staff along with inset presentation on SEN Updates. Departments have spent significant time and resources on developing their Curriculum to ensure essential and key knowledge is accessible to SEND Pupils. 			
Objective1:			
CIP in place by Lead TA supports accessibility of information for lowest readers and those with significant SALT needs.	HLTA develops knowledge skills and understanding of using CIP HLTA then shares some of this with other TA's Intervention such as SALT are rich in CIP resources	By August 2025	Students have access to resources in CIP to support learning in interventions.
Continue to accurately identify need early.	Follow Somerset Graduated Response Use Trust Check lists Thorough transition meetings with Primaries Cluster Meetings standard agenda item CPD for SEN Team Use of Specialist Services in the Trust Screening in place at Entry for Reading Screening for interventions to gather evidence of need and impact	By September 2025	Enhanced Transition is robust and timely sharing of information and graduated response Interventions show impact in and out of class Needs of children communicated early to staff