

**DISABILITY EQUALITY SCHEME & ACCESSIBILITY PLAN**

**Codsall Middle School**

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**Disability Equality  
Scheme  
& Accessibility Plan**

**2021 - 2026**

## Introduction

- 1) Codsall Middle School's Accessibility Plan has been developed and drawn up based on the information supplied by the Local Authority and in consultation with pupils, parents, staff and governors of the school.

The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcome.

The intention is to provide a plan in line with the Staffordshire County Council's Special Educational Needs and Disabilities Strategy. Click on link for a copy of their plan <https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/Documents/FINAL-SEND-Strategy-APPROVED-AT-CABINET.pdf>

- 2) The accessibility is structured to complement and support the schools Equality Objectives and will be published on the school's website.
- 3) Codsall Middle School is committed to providing an environment that enables all members of the school community to access all areas of the curriculum and participate fully in the school life irrespective of 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.
- 4) This scheme sets out the proposals of the Governing Body of the school to increase access to education for any pupil with a disability in the three areas as set out in the Disability Discrimination Act (DDA).

Codsall Middle School's Accessibility Plan shows how access is to be improved for any pupil with a disability, staff and visitors to the school within a given time frame and is designed to:

- increase the extent to which any pupil with a disability can participate in the school curriculum;
- improve the environment of the school so that any pupil with a disability can take full advantage of education and associated services;
- improve the delivery of information which is provided in writing for pupils and parents who have a disability or have low literacy acquisition levels.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified.

## Disability Equality Scheme Action Plan & Access Plan

Target	Strategy	Outcome	Time-frame	Achievement
<p><b>Access to Curriculum</b></p> <p>Availability of adapted versions of written material such as handouts, timetables and textbooks for any pupil with a disability and those with significant low reading acquisition levels</p>	<p>a) Teachers prepare written materials with reading levels of all pupils in mind</p> <p>b) Teachers/TAs support the adaptation of texts / worksheets</p> <p>c) Teachers use for instance :</p> <ul style="list-style-type: none"> <li>- large print</li> <li>- colours</li> <li>- shorter sentences</li> <li>- oral information</li> <li>- visual clues</li> <li>- pre – reading exercises</li> </ul> <p><i>Responsible: Teachers / TAs</i></p>	<p>All pupils / parents can access the texts that they are circulated.</p>	<p>On-going</p>	<p>All pupils/parents can access all materials distributed by staff.</p>
<p><b>Access to Curriculum</b></p> <p>Ensure that all disabled pupils can participate in all aspects of the curriculum</p>	<p>a) All pupils have access to the whole learning environment</p> <p>b) Reasonable adjustments are made to ensure that pupils are safe and included.</p> <p>c) Staff feel confident in seeking advice when necessary and will feel supported in their practice through close work with the SENCO/SEND Team.</p> <p><i>Responsible: Teachers / TAs</i></p>	<p>Differentiation of learning activities to ensure participation.</p>	<p>On-going</p>	<p>All pupils can access all subjects, including practical subjects</p>
<p><b>Access to Curriculum</b></p> <p>Create effective learning environments for all.</p>	<p>Teachers make use of the advice given on the staff area on inclusion/Special Educational Needs to remove barriers to learning. ( <i>such as Tips on Including Children with SEN, The Dyslexia Friendly Classroom</i>)</p> <p>Teachers provide alternative forms of recording, such as recording devices, when and as necessary.</p> <p>Working alongside SENCO / LOA's/Teaching and Learning team, staff feel confident in differentiating their curriculum to be inclusive – delivering it through Quality First Teaching.</p> <p><i>Responsible: Leaders of Achievement/ Teachers / TAs</i></p>	<p>Classrooms are dyslexia friendly</p>	<p>On-going</p>	<p>No pupils are excluded from learning activities on the grounds of their disability.</p>

Target	Strategy	Outcome	Time-frame	Achievement
<p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of Disability Access.</p>	<p>Analysis of impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in reviews</p> <p><i>Responsible: SLT / SENCO / Middle Leaders</i></p>	<p>All policies consider the impact on pupils with disabilities.</p>	<p>On-going</p>	<p>Barriers of any pupil with a disability and those with low literacy acquisition levels is considered in all aspects of school life.</p>
<p><b>Access to Premises</b></p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<p>a) Review evacuation plans &amp; accessibility. b) Improve signage of evacuation procedures, internet safety, fire drill etc. c) Review new signage of room functions. d) Review disabled parking. e) All access is at ground level. f) Promote access to safe places around school for those pupils with individual needs.</p> <p><i>Responsible : SLT / Site Manager</i></p>	<p>Codsall Middle School is accessible for all members of the school community.</p>	<p>On-going</p>	<p>All pupils can access all areas of school safely.</p>
<p><b>Attitudes</b></p> <p>To promote positive attitudes to disability.</p>	<p>a) Review PSHCE Curriculum b) Review Assembly Programme: ensure focus of difference/disability / equality c) Involve local disability groups in assemblies and visits to school d) Regular items for newsletter highlighting achievements of pupils with disabilities.</p> <p><i>Responsible: SLT / Middle Leaders</i></p>	<p>Annual</p>	<p>On-going</p>	<p>Inclusive PSHCE and Assembly curriculum</p>

Target	Strategy	Outcome	Time-frame	Achievement
<p><b>Newsletters and Information</b></p> <p>Availability of documents in alternative formats.</p>	<p>a) Large print and audio formats etc., as required.</p> <p>b) Monitor uptake of documents in alternative formats</p> <p>c) Review accessibility of newsletter and letters for parents.</p> <p>d) Use of suitable software to provide required alternative formats.</p> <p><i>Responsible: Admin / SENCO</i></p>	Offer information in alternative formats.	On-going	All school information available in alternative formats.
<p><b>Staff</b></p> <p>Promoting equality of opportunity for staff</p>	<p>a) To ensure that a mechanism is in place to discuss their disability and access</p> <p>b) To interview all applicants with a disability who meet the criteria and position</p> <p>c) To make every effort that when an employee becomes disabled they stay in employment.</p> <p><i>Responsible: SLT</i></p>	Equal opportunities for any staff member with a disability.	On-going	Equal opportunities for staff with a disability.

**For further information on Staffordshire County Council Special Educational Needs and Disabilities Strategy 2021-2026 click the link below:**

<https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/Documents/FINAL-SEND-Strategy-APPROVED-AT-CABINET.pdf>

**Date of Policy approval: May 2021**

**Date of Policy review: May 2026**

**Signed:**



**CMAT Director/CMS Link Director**