



# **ACCESSIBILITY PLAN AND DISABILITY EQUALITY SCHEME**

**2019-2022**

**Coleshill Heath School**  
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## Introduction

At Coleshill Heath, we strive to ensure all our pupils, staff and visitors feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

The Disability Discrimination Act (DDA) 1995 (amended by the Special Needs and Disability Act 2001) was replaced by The Equality Act 2010. The Equality Act places a legal requirement on all schools to increase accessibility for disabled pupils. Since September 2002, the Governing Body has had three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

The Equality Act 2010 defines a disabled person as someone who has a mental or physical impairment that has a substantial long-term adverse effect on the person's ability to carry out normal day-to-day activities.

It is helpful to understand what mental and physical impairments are included. Guidance on the Equality Act 2010 states that:

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME)/chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour;
- produced by injury to the body or brain.

*Office for Disability Issues, August 2010*

The Act also states that a person who has cancer, HIV infection or multiple sclerosis (MS) is a disabled person. This means that the person is protected by the Act effectively from the point of diagnosis

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 in the plan.

## **Disability Equality Scheme (DES)**

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the school will:

- ✓ Eliminate harassment related to a disability
- ✓ Eliminate discrimination
- ✓ Promote equality of opportunity between disabled people and other people
- ✓ Promote positive attitudes towards disabled people
- ✓ Encourage participation by disabled people in public life
- ✓ Take steps to take account of disabled people's disabilities even when that involves treating disabled people more favourably than other people.

The scheme covers pupils, staff, parents and users of the school

## **Vision & Values**

### **Our Vision at Coleshill Heath School**

#### **'EVERY CHILD, EVERY DAY'**

At Coleshill Heath, we work towards **ONE** priority:  
To adopt a high performing culture so that **EVERY** child receives access to a **safe, successful** and **highly positive** environment...**every day**.

At Coleshill Heath we aim to treat all members of the school community equally, regardless of age, sex, race, colour, nationality, ethnic or national origin, disability, marital status or religious belief.

We are committed to providing a broad, balanced and flexible curriculum which meets the needs of all pupils, and embraces the three principles essential to developing an inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Coleshill Heath is committed to promoting equality of opportunity to all its stakeholders.

## **Children**

The curriculum is planned carefully and differentiated to meet the needs of all children in order to enable them to achieve to the best of their ability. The school offers a wide range of activities to support and enrich the curriculum both in and out of school hours, and all children are given the opportunity to be involved. Staff are committed to making any necessary adjustments to ensure every child is able to participate in all extra-curricular activities, including residential trips.

## **Parents**

All parents are welcomed into the school at any time to support both children and staff. This could be as a parent helper in the classroom or as part of the Parent Partnership. Parents are also invited to be part of the schools very active PTFA. Regular meetings for parents are held throughout the school year including Curriculum meetings and individual Parent Consultation appointments to discuss their child's progress. We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation through regular formal and informal meetings.

## **Staff**

The school follows strict recruitment procedures when appointing staff and takes its equality responsibilities extremely seriously. All staff are committed to their own continuing professional development, and the Senior Leadership Team work hard to ensure all staff benefit from a range of CPD activities – both in and out of school in order to support the staff in becoming the best they possibly can. Staff also work with a range of external professionals including from Solihull Inclusion Support Service (SISS), Occupational Therapists, Speech & Language Therapists and Physiotherapists. This ensures staff are fully equipped with the knowledge, skills and understanding needed to meet the needs of all children.

## **Governors**

Governors are appointed following guidelines from Governor Services. Once appointed, they have the opportunity to be involved in all aspects of school life, including attending a range of courses.

## **Visitors**

The school welcomes a range of visitors into school, both during the school day and out of hours as part of private lettings. The recent new build has ensured that the school is now wheelchair accessible, enabling our wheelchair users to enter the building through the main entrance. This is a significant improvement.

We fully subscribe to the vision developed by the multi-agency conference on Inclusion held in 2002.

<p>We believe that inclusive education is the right of every child and that an inclusive environment is one that promotes a child's sense of belonging and makes education an enjoyable and fulfilling experience, socially, emotionally and academically.</p>
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The conference included representatives from across the borough of Solihull, and groups worked hard to articulate what an inclusion policy statement would look like at both Local Authority and school level.

## **Purpose and Direction of the School's Accessibility Plan**

The school's Accessibility Action Plan aims to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

### **Information and Data**

Information about the needs of disabled people are gathered through:

- ✓ Pupil admission information
- ✓ Parental questionnaire
- ✓ SIMS data
- ✓ SEN reviews/meetings with parents
- ✓ Recruitment process
- ✓ Discussion with relevant medical professionals and other outside support agencies
- ✓ Learning Walks

Achievements of disabled people are gathered through:

- ✓ Termly Data Analysis (attainment and progress made)
- ✓ Parent Partnership Reports
- ✓ Celebration assemblies, certificates, letters home, etc.
- ✓ Learning Walks

Information and data is gathered as part of the school's on-going self-evaluation process and Assessment for Learning Strategies and is used to inform future plans and schemes.

Current data, October 2011, can be found in appendix (ii).

### **Views of those consulted during the development of the plan**

To ensure Coleshill Heath is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we have consulted those who have an understanding of different disabilities and the barriers they present. Those consulted in the development of our Accessibility Plan include:

- ✓ Pupils with and without a disability
- ✓ Parents
- ✓ Staff
- ✓ Governors
- ✓ External Professionals - Occupational Therapists

Our consultation included questions about barriers to learning and full involvement in school life.

We discussed:

- ✓ Movement around the building and grounds easily and confidently
- ✓ Having equal opportunity to access lessons and other activities
- ✓ How we could improve communication between home and school
- ✓ How we could raise awareness of the scheme and the issues addressed so that all members of the school community could be more proactive in including disabled people in every aspect of school life

## **The main priorities in the school's plan**

An audit of current provision was carried out. This involved staff, School Council and Governors. A copy of the audit can be found in appendix (ii).

Areas for further development were identified and have been used to develop the action plan. The main priorities are as follows:

Collecting Views:

- ✓ To consult and gather the views of stakeholders about our provision on an annual basis

Curriculum Access:

- ✓ To continue to monitor the extent to which disabled pupils, young people and adults can participate in the school curriculum

Physical Environment:

- ✓ To continue to monitor the physical environment of the school to increase the extent to which disabled pupils, young people and adults (including staff) can take advantage of education and wider life of school, including trips and clubs

Access to Information:

- ✓ To continue to improve the accessibility of written information to disabled pupils, young people and adults

## **Making reasonable adjustments**

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

- ✓ curriculum access - learning and teaching:

We will:

- ✓ continue to review and monitor data on a termly basis to ensure disabled pupils make progress in line with their abilities. Outcomes to be shared in termly Learning and Standards review meetings with staff
- ✓ continue to provide intervention groups and additional support (small group or 1:1) for identified children following termly analysis of data
- ✓ continue to set individual targets to ensure teaching is matched explicitly to learning
- ✓ continue to monitor targets regularly and share progress towards them with parents on a termly basis
- ✓ continue to use RAISE online, O'Track, EY Log to track and analyse the achievement of all our pupils
- ✓ carry out an audit of staff training needs around disability equality issues
- ✓ continue to audit resources on an annual basis to support participation in all areas of the curriculum, prioritising equipment for purchase in the future, and provide staff with training for specific resources e.g. sloping desks
- ✓ continue to develop access to other aspects of school life, including
  - o Lunchtimes
  - o Chuckles & Chums – close liaison between staff
  - o After-School Clubs
  - o Residential Trips – continue to liaise with staff at Redridge and Kingswood to ensure the experiences are matched appropriately to each child's needs

- ✓ continue to review school policies to check they do not unintentionally discriminate against disabled children, staff or parents.
- ✓ increase awareness of disability equality through Collective Worship

(b) physical access - the building and grounds:

We will:

- ✓ continue to audit the physical environment of the school on an annual basis, involving appropriate stakeholders
- ✓ continue to ensure that all adjustments to current buildings comply with current legislation and British Standards.

### **Access to information - communication methods**

We will continue to:

- ✓ use interactive clever touch boards
- ✓ enable children to use a range of ICT resources to support their needs
- ✓ use individual visual timetables for some pupils
- ✓ use signing and Makaton for some pupils
- ✓ send regular newsletters to parents
- ✓ put diary dates and news letters on the school website
- ✓ have informal discussions with parents
- ✓ ensure that most information is available electronically and can be converted to other appropriate formats if required

The effectiveness of these adjustments will be monitored regularly and the opinions of our disabled stakeholders canvassed. Feedback will come from:

- ✓ Pupil interviews
- ✓ School Council
- ✓ Parental questionnaires
- ✓ Staff opinions (teaching and non-teaching)
- ✓ Governors
- ✓ Other visitors and users of the school
- ✓ Outside Agencies

### **Co-ordination and Review**

The Accessibility Plan links explicitly to the following policies:

- ✓ SEND Policy
- ✓ Positive Behaviour, Anti-Bullying and Reasonable Use of Force Policy
- ✓ School Trips Policy
- ✓ Health & Safety Policy
- ✓ Supporting Children with Medical Conditions Policy

This plan will be fully reviewed in the Autumn Term of 2022. However the action plan will be reviewed annually to check that actions are taking place and that the needs of disabled people including any new children are being fully addressed.

The disability register will be updated as and when necessary.



**Getting Hold of the School's Accessibility Plan**

The scheme will be available on the school website and hard copies produced on request at the school office. The plan can also be provided in different formats on request.

Nicole Fowles  
Headteacher

Dated .....

Signed .....

**COLESHILL HEATH SCHOOL**

**Physical Access**

<b>Statement</b>	<b>Evidence</b>	<b>Action Required</b>
<b>The layout areas allows access for all pupils, such as Reception Entrance</b>	Low counter for wheelchair user	In place
<b>Academic areas: eg, classrooms, hall, library</b>	Individual work stations Low furniture	In place
<b>Sporting Areas: eg, school hall, MUGA</b>	Double opening doors/gates in place	In place
<b>Social areas: eg, dining hall, reception</b>	Use of ramp at main entrance doors, low dining tables	In place
<b>Play areas: eg, playground, wet play area</b>	Large play equipment Colourful play equipment and clearly marked zones	In place
<b>Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps</b>	Corridors are free flowing	In place
<b>Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed. Shower is available and accessible</b>	Disabled toilets, hoist, shower with seat, low basin	In place
<b>Pathways around school are safe and well signed. Parking arrangements are logical and safe</b>	Clear pathways Parking arrangements for disabled	In place
<b>Emergency and evacuation systems inform all pupils</b>	Fire alarms	In place
<b>Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy</b>	Clearly written signs, with simple signs and symbols. Appropriate school décor with harmony In place	In place
<b>All areas are well lit</b>	Appropriate lighting	In place
<b>Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc</b>	Carpeted classrooms Acoustic equipment (Teacher/TA)	In place
<b>Furniture and equipment selected, adjusted and located appropriately, low level sinks etc</b>	Appropriately located furniture Low level sinks	In place

**APPENDIX (i)**  
**AUDIT OF CURRENT PROVISION AND ACTION**

**Access to Information**

<b>Statement</b>	<b>Evidence</b>	<b>Action Required</b>
<b>Staff are familiar with technology and practices to assist pupils, parent, carers with disabilities, eg positioning when talking to a hearing impaired learner</b>	Staff aware of positioning of themselves and also pupils within the school setting. Training by SISS each Academic Year when pupil moved to new class	In place
<b>All written communication follows an agreed house style using an appropriate font and size (Calibri)</b>	Communication	In place
<b>The school will liaise with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.</b>	SENDCO planning meetings Resources implemented in needs based plans IEPs SISS advice implemented	In place
<b>The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way eg by reading aloud, using whiteboards/ Powerpoint presentations etc</b>	Meetings and presentations on laptops/files	In place

**APPENDIX (i)**  
**AUDIT OF CURRENT PROVISION AND ACTION**

**Curriculum Access**

<b>Statement</b>	<b>Evidence</b>	<b>Action Required</b>
<b>All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.</b>	<ul style="list-style-type: none"> <li>◆ Staff INSET/Staff Meetings/LA Courses/briefings</li> </ul>	On going
<b>Classrooms are optimally organised for disabled pupils</b>	<ul style="list-style-type: none"> <li>◆ Visual timetables and visual prompts/aids</li> <li>◆ Clear labels</li> <li>◆ Place mats, prompt cards</li> <li>◆ Easy, wide access, both into the classroom and around the furniture.</li> <li>◆ Furniture purchased to suit all pupils</li> </ul>	In place
<b>Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate</b>	<ul style="list-style-type: none"> <li>◆ Planning shows differentiation for all abilities</li> <li>◆ Children with an additional needs highlighted on planning</li> <li>◆ Differentiated tasks in book scrutinies with LA &amp; SLT</li> <li>◆ Deployment of TA's</li> <li>◆ SEND reviews</li> </ul>	In place
<b>All pupils are encouraged to take part in music, drama, and physical activities</b>	<ul style="list-style-type: none"> <li>◆ Whole school overview of creative arts</li> <li>◆ Evidence in Curriculum planning</li> <li>◆ Register of children who attend creative arts activities</li> </ul>	In place
<b>Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg processing time, slow writing speed for pupils with dyslexia</b>	<ul style="list-style-type: none"> <li>◆ Short term planning</li> <li>◆ Extra processing time</li> <li>◆ Classroom organisation (eg. seating)</li> <li>◆ Differentiated activities and resources</li> <li>◆ Visual support and prompts</li> <li>◆ Application for additional time</li> <li>◆ Adaptable writing materials</li> <li>◆ Intervention timetables</li> </ul>	In place

**APPENDIX (i)**  
**AUDIT OF CURRENT PROVISION AND ACTION**

Statement	Evidence	Action Required
<b>All staff plan for additional time required by some disabled pupils to use equipment</b>	<ul style="list-style-type: none"> <li>◆ Short term planning</li> <li>◆ Deployment of support staff</li> </ul>	In place
<b>Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport</b>	<ul style="list-style-type: none"> <li>◆ Short term planning</li> <li>◆ Individual targets</li> <li>◆ Deployment of support staff and sports professionals</li> </ul>	In place
<b>School visits, are accessible to all pupils, regardless of attainment or impairment</b>	<ul style="list-style-type: none"> <li>◆ Register of school and residential trips</li> <li>◆ Evolve</li> <li>◆ Risk assessments undertaken and recorded.</li> <li>◆ Use of wheelchairs and mobility aids if necessary</li> <li>◆ Selection of residential facilities</li> </ul>	In place
<b>All staff have high expectations for all pupils</b>	<ul style="list-style-type: none"> <li>◆ Target setting</li> <li>◆ Teacher and TA Planning</li> <li>◆ Termly reports to parents</li> <li>◆ O Track/EY Log</li> <li>◆ RAISE online</li> <li>◆ Evaluation of outcomes of interventions</li> </ul>	In place
<b>All staff strive to remove barriers to learning and participation</b>	<ul style="list-style-type: none"> <li>◆ Differentiation in planning</li> <li>◆ Deployment of support staff</li> <li>◆ Visual timetables and visual aids</li> <li>◆ Clear labels</li> <li>◆ Extra processing time</li> <li>◆ Classroom organisation (eg seating)</li> <li>◆ Differentiated activities and resources</li> <li>◆ Visual support and prompts, pencil grips, writing slopes</li> </ul>	In place

**Improving the Delivery of Written Information**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>
<b>Availability of written material in alternative formats</b>	The school will make itself aware of the services available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes (TA – Mrs Harb has acted as interpreter)	Already possible if required/requested
<b>Make available school brochures, school newsletters and other information for parents in alternative formats</b>	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	As required
<b>Review documentation with a view of ensuring accessibility for pupils with visual impairment</b>	Get advice from SISS on alternative formats and use of IT software to produce customised materials.	All school information available for all	Advice offered on individual pupils if required

## COLESHILL HEATH SCHOOL

### Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as:

- dyslexia
- autism
- speech and language impairments
- ADHD
- Hearing impairment

Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger. Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. Details of disability are collected in the following ways:
- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Head teacher in confidence. From January 2008 this will be part of our job application data.

**APPENDIX (ii)**  
**DEFINITIONS OF DISABILITY**

**Disability information will be audited according to type:**

<b>Type Of Disability</b>	<b>Including</b>	<b>Comments</b>
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or contact lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer. Depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties (SEMH)	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	







Letter for parents

Dear Parents/Carer,

**Re: Accessibility**

Coleshill Heath School is keen to make sure that we do not make it difficult for any child, young person or adult to be involved in every part of school life.

At the moment, parents, staff and children are working on the Accessibility Action Plan and we need the views of our parents and children.

Some children are already entered on our school records as suffering from allergy, medical condition or have a specific learning difficulty, but we are eager to gather the views of all our stakeholders.

We would be grateful if you could talk to your child about the effect any allergies, medical conditions or learning difficulties may or may not have on his/her schooling and complete the attached questionnaire.

The questionnaire should be returned to the school office by.....

As always your support is much appreciated.

Yours sincerely,

Miss N Fowles  
Headteacher



## COLESHILL HEATH SCHOOL

Child's Name ..... Class .....

Identified condition .....

<p>Does your child's condition affect them at school? Yes / No If yes, please provide details</p>	
<p>What does the school do to support your child with their condition</p>	
<p>What else could the school do to improve the support your child receives?</p>	
<p>Please provide any additional information you feel may be useful</p>	

Continue on reverse if you need more space. Thank-you for your time

Policy Name: **ACCESSIBILITY PLAN AND DISABILITY EQUALITY  
SCHEME**

Staff Responsible:

Miss C Budd

Governor Responsible:

Miss E Pearce

Date for Review:

September 2022

Signed Headteacher:

Miss N Fowles

Signed Chair of Governors:

Mrs M Fitter

Date Ratified:

Full Board – 16<sup>th</sup> July 2019