



Accessibility Policy

Policy Information	
Policy Owner	Executive Headteacher
Issue Version	1.0
Adopted Date	May 2025
Review Cycle	Annual
Last Review Date	May 2025
Next Review Date	May 2026

Adoption of the Policy

This Policy has been adopted and reviewed by the Courtlands Interim Academy Board, part of Transforming Futures Trust.

Signed: 

Date: May 2025

“Empowering The Potential In Everyone”

Our Vision:

- We are a school community founded on strong relationships, a deep sense of belonging and high aspirations.
- We enable all members of our school community to be the very best they can be in all areas of their lives.
- We support and challenge each other to develop learning and life skills that create a resilient sense of self and help to secure the very best future for each of us.

Our Values:

- **Respect:** We care for every student in our school, supporting them to understand themselves, others, and the world around them
- **Personalise:** We empower every student to realise their academic and personal potential.
- **Inspire:** We challenge everyone in our school team to enjoy learning, take risks, discover new interests in a fair and safe environment.
- **Achieve:** We prepare each student to be a successful, independent, resilient, healthy citizen in our 21st century world.

All students at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each student is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community.

Through the work we do across the school within the framework of our school values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.

Rationale

Courtlands School is designated as a school for students with identified Moderate Learning Difficulties, Social, emotional and mental health needs and other complex needs who are in receipt of an Education, Health and Care Plans, as specified by the Education Reform Act 1981. Within that designation, we cater for the needs of students who are placed by Plymouth City Council’s 0-25 Team as part of placement request from professionals or parents/family within the annual review process. In addition to their identified needs, students many also have transient or long-term needs in the areas of self-regulation, speech, language, and communication as well as other medical, sensory or social needs.

The staff at Courtlands will always endeavour to meet the needs of all students within the school and our curriculum is designed to be flexible in delivering this. Staff have the autonomy to make decisions regarding how the curriculum is adjusted to ensure it meets the needs of all students and this is tracked and monitored continuously to identify areas for improvement.

Overview:

- Quality First Teaching is the primary vehicle by which student’s need are met in the classroom.
- Students who need further support are assessed by the relevant member of staff and a personalised support plan developed.
- This plan is discussed with students and their families and regularly reviewed against targets that will be drawn from the students’ EHCP and academic pathway to ensure they are appropriately prepared for adulthood.

- Every student's Education, Health and Care plan is reviewed annually with the parents/family by all professionals involved with the student.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEN Code of Practice (updated May 2015) says children have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age
 - b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

Definition of special educational provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or maintained nursery schools.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

In accordance with good practice guidelines, we strive to increase accessibility in three main areas:

The Physical Environment

We aim to improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

The Curriculum

We aim to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Availability of information

We aim to improve the availability of accessible information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, newsletters, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe. We aim to ask about any disability or health condition in early communications with new parents and carers. This is part of our Admissions Procedures and Medical Care Plans (MCPs) are completed as appropriate, as part of the student risk assessment process. Once at the school, we collect updated information and views regularly from parents and students We will consult with experts when new situations regarding pupils with disabilities are experienced.

Accessibility audits

The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It covers areas such as:

- Practicality and ease of movement around the buildings- entrances, corridors, stairs, furniture and equipment in classrooms
- Transport/ car parking
- Toilets/ changing facilities
- Access to specialist equipment and furniture
- Signage around the school

Curriculum access

We endeavour to serve the local and wider community by offering a fully inclusive learning environment and curriculum that is personalised as appropriate to meet individual needs. All staff are considered responsible for meeting the needs of individual students within their class. There are some areas of the curriculum to which disabled

pupils have limited access and present challenges, for example: PE or LOTC for pupils with a physical impairment, science and technology for pupils with a visual impairment. However, in these areas we make all reasonable adjustments to increase the accessibility.

Decisions are taken on an individual basis as to how we can best support students' ability to access the curriculum following an assessment of need. Support may be provided in a variety of formats including:

Individual support plans

- Input from external specialists
- Suitable technology- i.e., ICT, induction loops
- Adaption of teaching materials, resources, strategies and delivery of learning
- Consideration of special exam access arrangements if beneficial/ appropriate

Other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people. These issues will be considered as necessary based on individual needs.

Staff training and CPD to support understanding of how to meet individual student needs is provided as required. Arrangements will be made as necessary to support individual student's ability to access activities outside of lessons such as extra-curricular clubs or trips.

Availability of Information

Different forms of communication are made available to enable all students, parents, visitors and staff to express their views and to hear the views of others. Access to information is planned, with a range of different formats or support strategies available for individuals.

Accessibility Action Plans

Individual Accessibility Action Plans (in relation to the physical environment) where required and available are included as appendices. This is a working document and remain under regular review and updates are made as needed through the cycle of implementation.

Accessibility Plan

Area	Explanation	School Response
Physical Environment	Changes: that needs to be made to the building in order to ensure that our pupils and students are guaranteed full access.	Currently the lower floor of the building is accessible to wheelchair users. There is no scope to provide access to the first floor. Adaptations to the rest of the building or for other disabilities (e.g hearing, vision) will be made on an individual case/needs led basis as determined by admissions.
Curriculum	Resources: Items that need to be bought or adapted in order to guarantee full access.	Programme of resource purchasing to meet individual need as it arises.
	Planning: the way in which the curriculum is organised to guarantee full access for all pupils (e.g., class groupings room allocations, timings, etc.).	A full review of the curriculum is underway (2024/25) and will be rolled out in 2025/26. This curriculum will take into account all accessibility challenges and will be continuously reviewed.
Written Information	Curriculum and other materials: how we guarantee that all students who are expected to gain information from written material receive it in a format that they can access.	Development work to improve our total communication approach is taking place during the 2024/25 academic year will full roll out in 2025/26. This will improve the accessibility of curriculum resources for students.
	Community: how we ensure information provided to our students and parents is accessible to them.	The school website currently meets accessibility standards. When required, we will adjust any communication to meet the needs of individual parents, eg. Translating into different languages, large print, phone calls instead of letters.