

Accessibility plan

Collingwood School and Media Arts College

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1. 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Information about the school

Collingwood School and Media Arts College occupies a large site on the outskirts of Morpeth, the County Town of Northumberland. The school and college are set within attractive grounds with views and we share the site with Stobhillgate First School and Benmar House. We have good relationships with both partners on site.

Collingwood School and Media Arts College was formerly Collingwood School gaining specialist Media Arts College Status from 1st September 2006. Following re-designation in September 2013, we cater for the needs of students aged 2 -19 years who have:

- Speech, language and communication difficulties
- Autistic Spectrum Disorders
- Social Emotional and Mental Health problems linked to the above

The school is popular with parents and there is a constant demand for places for pupils. Pupils travel from all over Northumberland to attend, the majority travelling by minibus or taxi with only a few travelling independently.

The school is on two floors; on entering the school, the ground floor has a visitors' reception, a medical room which allows for the administration of first aid when necessary, admin offices and the headteacher's and deputy headteacher's offices. There are also, staff toilets, kitchen facilities, staff workroom, and staffroom. Also within the admin wing is a Pupil Support Centre which provides a bespoke space for multi-agency meetings, annual reviews, counselling sessions and other therapies. The school hall offers space to do physical education, dance, performing arts and whole school assemblies. On the lower floor are boys' and girls' toilets and changing facilities as well as an accessible toilet Specialist Art, Science and Design Technology rooms, a well-stocked library and a Media Suite are also located on the lower floor. The lower floor has four well positioned classrooms all with access to the outdoors with separate play areas and a sensory garden. Two of the classrooms are furnished to allow use of different learning areas so that children who are less mature can access a truly personalised education. There is a sensory room which is used to offer relaxation, meditation and mindfulness courses as well as providing a safe space for children who may be experiencing emotional distress. The upper floor has five further well-appointed classrooms, as well as an ICT suite and a life skills room used for food technology so that all children can be involved in the process of growing food and then using it to cook with. Offices for senior management as well as a staff workroom are also located on the upper floor. There is also an accessible toilet on the top floor.

There is a lift to allow access to both floors. We place a great emphasis on providing a safe, calm and nurturing environment. Using soft furnishing where possible, using carpets for the majority of the floor coverings and retaining blinds on the windows all

compliment the buildings features and provide a warm, nurturing environment for our students.

Outside the main school building we have a number of learning lodges. These are used for our assessment provision Stepping Stones, our Personalised Education Centre and our sixth form.

The school is fortunate to benefit from large established grounds and a swimming pool. We have a school field with a football pitch, wildlife garden and outdoor play areas. The grounds are secured by 1.8 metre fencing and which provides plentiful outdoor space for the children. There is a wooden climbing frame, an activity walk and a zip wire. All of the equipment has a soft pour rubber surface to provide protection for falls. At the front of the property there is a, well established “orchard” area which can be accessed by all the students, we have a polytunnel, raised beds and plans for a new greenhouse. This will provide ample opportunities for developing skills in horticulture, for the growing of herbs, fruit and vegetables.

Our key stage 4 students visit the local leisure centre once per week to use the sports hall. All of our students visit a number of external resources to provide a rich variety of physical activities.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current practice	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Targets are set effectively and are appropriate.</p> <p>The curriculum is reviewed to ensure it</p>	<p>Staff to be trained in SIMS Markbook</p> <p>Staff have a clear understanding of Collingwood’s assessment system</p> <p>Training programme to raise awareness of methods to deal with different disabilities.</p> <p>Evaluation of the impact of training</p>	<p>Assistant Headteacher Quality of Education</p>	<p>July 2021</p>

	meets the needs of all pupils.			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • A Lift • Accessible corridors • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Site to be monitored on a monthly basis.</p> <p>Pupil risk assessments so modifications can be put in place where required</p>	Business Leader and Site Manager	Ongoing
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Provide information on the website in different formats</p> <p>Increase access to written material by using dyslexia overlays.</p>	Website Committee	Ongoing

5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and Disabilities (SEND) information report
- Supporting pupils with medical conditions policy