



CORLEY ACADEMY
Inclusion Aspiration Perseverance Independence

Accessibility Plan

September 2024

Version: **Date: 29/09/2023**

Ratified by the Local Governing Body

Signed by the LGB:

11 February 2025

To be reviewed every 3 years:

Date September 2027

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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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

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

2. Introduction

Corley Academy is a special educational needs (SEN) school for students aged 11-17 with complex social and communication needs. The vast majority of our students have autism spectrum conditions (ASC) including sensory impairments and communication difficulties.

Corley Academy is committed to providing an environment which:

- Values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs
- Challenges attitudes about disability and accessibility within a culture of awareness, tolerance and inclusion
- Has high expectations and aspirations for all students
- Plans for and supports students autism needs

The school is committed to making reasonable adjustments to allow all students to access educational provision.

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.

The school supports any available partnerships to develop and implement the plan.

A child or young person has SEN if they have a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her making use of facilities that are provided for students of the same age

2.2. Access to the physical environment

All students have an Education, Health and Care Plan at Corley Academy. Access to the physical environment at Corley Academy is largely accessible for all but limited to those who use wheelchairs and walking frames. It has:

- Fully accessible toilets and changing areas in spaces around school
- Low distraction environments and spaces for small group work
- Outside areas
- Dropped kerbs
- Safe and secure outside area's
- Specialist curriculum areas for Secondary aged students including: Science laboratory, Design and Technology **suite**, **Food Technology suite**, **Music Studio** and **Gym**
- High Quality Library
- Playground equipment
- Outdoor Gym equipment
- MUGA – Multi Games surface
- Sensory rooms
- Forest School
- Polytunnel

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

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school.

3. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.

4. Access to the academy curriculum

Corley Academy strives to provide a caring environment according equal value to each individual regardless of ability or background.

Within this framework, it aims to provide exceptional education and developmental outcomes to meet every student needs so that they can be the best that they can be. We aim for our students to experience success and become responsible and fulfilled members of Corley Academy, of the community and of the rapidly changing society around them. Our curriculum at Corley Academy is constantly evolving using our collective experience of working with unique students with a diverse range of needs and autism. It is tried and tested but continues to be modified to meet the changing needs of the students. Staff are skilled and trained in delivering a wide variety of teaching approaches.

Students at Corley Academy may access our Core Pathway leading to a GCSE Curriculum or our Life Skills Pathway leading to a Functional Skills Pathway. A robust system of assessments allows us to place students on the correct pathway.

5. Access to information for parents / carers

Corley Academy is committed to open and honest communication with families. This is achieved by:

- Communications sent through Arbor
- parent meetings including annual reviews, parents' evenings, academy Events.
- communication e.g. texting and emails and use of interpreters where necessary.

- Subject based parental workshops
- Academy website
- Newsletters

6. Access to specialist support on site

Corley Academy provides a base for a range of professionals who offer advice, guidance, and support in meeting individual student's needs. Students may receive a referral to these services and intervention may take place on site or off site. These agencies include:

- Speech, Language and Communication Therapists,
- Educational Psychologist and/or CAMHS/Transforming Care,
- Children's Services/Early Help,
- Occupational Therapist,
- Drawing and Talking Therapy
- Dog Therapy
- Sensory Circuits
- Lego Therapy
- Positive Choice,
- Buddy Service,
- Coventry Alternative Provision,
- Prospects,
- Therapy in Schools(Caroline Dyson),
- Grapevine,
- Positive Youth Foundation

7. Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>Review, adapt and implement an appropriate curriculum for all Corley students - Ensuring the curriculum is skills-based, progressive and sequenced in both Core and Life Skills Pathways.</p>	<ul style="list-style-type: none"> • Review of all curriculum subjects • Theoretical underpinning for all staff on a range of learning difficulties including Autism. • Through assessment of all students using GL English, Maths, Science, Reading, Spelling, Dyslexia, Dyscalculia, CATS • Wide subject curriculum offer at KS4. • Staff curriculum has been redeveloped to ensure that research-led approaches such as Rosenshine's Principles, best practice examples from Work Scrutiny and high quality teachers are at the heart of CPD development within the school. 	<p>Updated assessment Threshold Grids for all subjects in place with common assessments.</p>	<p>Subject Leads Assistant Headteacher Curriculum</p>	<p>Student progress and attainment Curriculum fit for purpose Improvement seen in lesson observations and learning walks. Therapies and training provided by specialist to upskill staff who will be better equipped to meet pupils' needs</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>Learning pathways are embedded, ensuring that staff have a sound theoretical knowledge of the rationale behind the curriculum.</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all students based on their current levels of learning • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources include examples of people with disabilities/autism • Curriculum progress is tracked for all students, • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to make sure it meets the needs of all students 	<p>Life Skills Lead regularly leading on sharing best practice within Life Skills curriculum meetings, as member of Teaching and Learning team but also planning more strategic school-wide best practice around Homework.</p> <p>Regularly evaluate and ensure alignment and integration between Life Skills and Core Curriculum.</p>	<p>Assistant Headteacher Curriculum</p> <p>Life Skills Lead Teacher</p>	<p>Complete parity between Life Skills and Core curriculum enabling students to transition freely between the two.</p>

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<p>There is a strategic plan for the intent and implementation of reading across the academy.</p>	<ul style="list-style-type: none"> • Termly assessment of Reading Ages • Appropriate Reading Interventions such as Read, Write Inc, Gilets and Guided Reading. • All students Dyslexia Screening. • Recommended Reads on website • Reading Tweets on website 	<p>Ensure all actions in the 'Improving and Promoting Reading' Action Plan for previous academic year are reviewed and impact assessed</p> <p>Implement Reading Strategy action plan for current academic year.</p>	<p>Assistant Headteacher Teaching and Learning</p>	<p>Students access Reading Interventions and making significant progress.</p> <p>The successful implementation of the 'Reading Strategy' action plan for the academic year, with new priorities identified and actions reviewed, demonstrates a commitment to improving literacy outcomes and quality of education.</p> <p>Staff actively engaged in reviewing and implementing new actions for promoting reading, indicating a positive behaviour and attitude towards professional development and student learning.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>Improve the delivery of information to students with a disability</p>	<p>We ensure that staff are confident in employing various approaches and tools to assist autistic individuals in regulating their sensory input. This confidence is bolstered by the completed National Autistic Society Whole School Training on Sensory Considerations on 8th January 2024, along with regular continuing professional development (CPD) training within the school. A diverse range of sensory tools are available for staff to request for classroom use, guided by Environment Audit standards.</p> <p>Corley Academy uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources where necessary • Pictorial or symbolic representations 	<p>Staff implement proactive and preventative strategies tailored to individual needs to mitigate sensory overload and discomfort, thereby enhancing overall wellbeing. Utilising resources such as All About Me profiles, Iceberg Profiles, and Risk Assessments, sensory information is effectively gathered to inform planning.</p>	<p>Deputy Headteacher/SENDCo All staff</p>	<p>Embed Sensory Circuits - Sensory programme-based intervention introduced to encourage students to process sensory information alongside their social skills and improve co-ordination. Including: alert actions (exercises that will help to provide energy to the students to get their bodies and brains regulated and ready to learn) and calming techniques (incorporating a range of exercised, scents, self-calming activities, deep pressure)</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>Learning environments support students effectively and provide optimal settings to improve engagement, interactions and learning opportunities.</p>	<p>Whole school environment audit regularly conducted.</p> <p>Learning Walks conducted with environment focus.</p> <p>Autism Accreditation Advanced Status including Environmental standard.</p>	<p>Sensory equipment regularly given to students for different needs, students across school use ear defenders and a range of individual tools. Sensory tool kits available in all classrooms. Innovative practices are welcomed and embedded within the Corley Curriculum, such as the use of Class VR to enhance autistic students learning and sensory experiences. Provide quiet spaces across school such as the quiet eating areas at lunchtimes, Book Nook, sensory rooms and outdoor areas. Use of personal sensory items, particularly from home provide comfort to students. Environment Audit identifies sensory needs across the school. New doors have reduced the impact of noise flow across the school.</p>	<p>Deputy Headteacher/SENDCo</p> <p>All staff</p>	<p>Positive outcomes in sensory self-regulation for each autistic individual are identified, recorded, and celebrated with the individual and their support network</p>

8. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and Deputy Headteacher

It will be approved by the Local Governing Body.

9. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting students with medical conditions policy

10. Changes

Description	Date	Page	Section
Whole policy has been re written			