



Clacton County High School

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Higher Expectations, Raising Aspirations, Transforming Lives

Accessibility Plan

To be read in conjunction with the Accessibility Policy

Last Review: Summer 2025 Review Cycle : 3 years

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

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.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

2. The Accessibility audit

The governing board will undertake an annual Accessibility Audit.

The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

3. Action plan

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

	FOCUS FOR DEVELOPMENT	STRATEGY	LEAD PERSON	TIMESCALE	RESOURCES	OUTCOME
CURRICULUM						
Short term	Increase access to the curriculum for pupils with a disability	The curriculum is reviewed to make sure it meets the needs of all pupils.	Middle leaders, Assistant Headteacher T&L, SENCO	Summer 25	Normal way of working resources for identified needs. Funding requests to the Local Authority as required.	Leadership and teaching staff are aware of the accessibility gaps in the curriculum.
Short Term	Training for staff on effective adaptive teaching	Raise awareness of the classroom strategies that can be used to make the curriculum accessible to all students. INSET provided to staff across all needs.	Assistant Headteacher T&L, SENCO	Autumn 25	Integral part of Schools CPD programme	All teachers are able to more fully meet the needs of disabled students.
Medium Term	Disabled students have access to planned enrichment activities and take up is strong.	Review all enrichment provision to ensure both compliance with legislation and inclusivity.	Trip leads, Assistant Headteacher Trips & Visits, SENCO	Spring 26	Consideration of additional support required as needed.	All enrichment activities will be conducted in an inclusive environment.

	FOCUS FOR DEVELOPMENT	STRATEGY	LEAD PERSON	TIMESCALE	RESOURCES	OUTCOME
Long term	Organise teaching spaces to ensure disabled students have equal access.	Raise awareness and promote good access and seating arrangements for students with specific disabilities. E.g. those with sensory impairments.	All staff	Summer 25	To be considered in light of identified needs.	Classrooms are more comfortable and user friendly for students with disabilities.
PHYSICAL ENVIRONMENT						
Short term	Site complies with Health and Safety requirements for disabled students	Survey external surfaces e.g. paving slabs, kerbs, pathways, hard areas to avoid trip hazards. Top and bottom-of steps hazard slip markings on all stairs. Survey internal areas in similar way.	Premises manager. LA Specialist teacher team	Autumn 25		A safe physical environment ensured. Compliance with Health and Safety regulations.
Short term	Ensure signage around the school meets the needs of disabled students.	Update school signage to be suitable and compliant with needs e.g. braille.	Premises manager	Autumn 25	Signage changes as required.	Signage compliant with student needs.
Short term	Physical environment meets the needs of students with sensory impairments.	Yellow paint and tape refreshed and developed in identified areas. Lighting does not cause a barrier to learning in classrooms.	Premises manager	Autumn 25	Site adaptations as required.	Physical environment is well lit and does not cause sensory overload

	FOCUS FOR DEVELOPMENT	STRATEGY	LEAD PERSON	TIMESCALE	RESOURCES	OUTCOME
Short term	<p>Physical accessibility in the classroom</p> <p>Student voice raised concerns around access to high tables in some lessons in manual wheelchairs and room to move around the classroom.</p>	<p>Review arrangements in practical subjects e.g. D&T, FT, PE and Science to ensure equal access.</p> <p>Reviewing classrooms with high tables and being able to provide one room within each subject area affected with a suitable desk.</p> <p>Classroom layouts to be discussed with Directors and strategies to minimise this being a barrier to learning.</p>	<p>Essex Specialist teacher team, SENCO, Premises manager</p> <p>Essex Specialist teacher team, SENCO, Premises manager</p> <p>SENCO, DOLs</p>	Summer 25	Funding for specialist equipment for teaching spaces - as required. Inclusion support where required.	Teachers can ensure that there is equality of access to learning.

	FOCUS FOR DEVELOPMENT	STRATEGY	LEAD PERSON	TIMESCALE	RESOURCES	OUTCOME
Medium term	<p>Improve and maintain access to the physical environment</p> <p>Student voiced raised concerns about external doors to main building.</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Appropriate corridor width • Disabled parking bays • Accessible toilets and changing facilities <p>Reviewing external access and possible options for automatic door.</p>	<p>Essex Specialist teacher team, SENCO, Premises manager</p> <p>Essex Specialist teacher team, SENCO, Premises manager</p>	Summer 25	Funding for specialist equipment for teaching spaces - as required. Inclusion support where required.	Physical environment is inclusive and can be easily and safely accessed by all.
Medium term	Ensure displays in the classroom are appropriate for all needs and do not cause sensory difficulties.	Staff are trained as to classroom display protocol that meets the need of all learners.	SENCO	Autumn 25		Learning environment is accessible to all pupils and allows students to see information clearly without causing unnecessary distraction.

	FOCUS FOR DEVELOPMENT	STRATEGY	LEAD PERSON	TIMESCALE	RESOURCES	OUTCOME
Long term	Number of evacuation chairs increased.	Staff trained to use Evac chairs and review of numbers required.	Deputy Head safeguarding, SENCO	Summer 25	Evac- Chairs	Refuge points are fully resourced and safe for those with need to use.
INFORMATION						
Short term	Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources (available on request) • Website 	SENCO, Premises manager	Autumn 25		School is aware of accessibility gaps to its information delivery procedures
Short term	Ensure all staff are aware of the importance of good communication systems for those with disabilities.	Ensure Arbor is up-to date and checked by staff so it is known when alternative formats are needed.	All staff, SENCO, Communications manager	Autumn 25	Cost of signer for hearing impaired parents at school events.	Learning walks, lesson observations and student and parent voice show communication is good.
Medium term	Ensure written materials are available for students in alternative formats if needed.	Check services available from the LA or external sources for converting written information into alternative formats.	Communications manager	Spring 26	Cost of any external services required	Information is delivered to disabled students effectively.

	FOCUS FOR DEVELOPMENT	STRATEGY	LEAD PERSON	TIMESCALE	RESOURCES	OUTCOME
Medium term	Review documentation to ensure accessibility for students with visual impairment.	Seek advice from outside agencies on alternative formats and use of IT software to assist.	IT network manager, SENCO	Autumn 25	Costs for using alternative formats.	Delivery of school information to students and parents with visual difficulties is clear and accurate.
Long term	Make available all school publications for parents in alternative formats as required.	Ensure all new publications are accessible to all parents. Use website	Communications Manager	Spring 25	Costs for using alternative formats.	All school information accessible to all. Parents will know how to make requests for alternative formats.

4. Monitoring arrangements

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

5. 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 pupils with medical conditions policy