



COTHERSTONE
PRIMARY SCHOOL

Accessibility Action Plan

June 2022

Review: June 2025

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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.

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

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.

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 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 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. Action plan

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

AIM	CURRENT PRACTICE	GOOD OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<ul style="list-style-type: none"> • Ensure all SEND provision and support is identified early and monitored. • Ensure all pupils are assessed for their needs and early identification of additional needs. Appropriate adjustments are made to ensure QFT. • Monitor and resource different needs with subject coordinators. • Monitor all tracking and curriculum targets on a termly basis. 	<ul style="list-style-type: none"> • Monitor and review progress of children with SEND using SSPs on a termly basis. • Track, monitor and review all pupils' progress termly to ensure additional provision is offered in a timely manner. • Identify any additional resources or equipment and purchase in response to staff discussions – have on staff meeting agenda half-termly. • Ensure auxiliary staff are deployed to maximise impact on those who need additional support. 	<p>HT/SENCO and teaching staff.</p> <p>HT/SENCO and teaching staff.</p> <p>HT/SENCO and teaching staff.</p> <p>HT/SENCO and teaching staff.</p>	<p>At the end of each term.</p> <p>At the end of each term.</p> <p>At the end of each half-term.</p> <p>At the end of each half-term.</p>	<p>Early identification of need. Children make progress toward realistic outcomes.</p> <p>Timely identification of need and support for children who develop additional need throughout their journey and of those who join us midway through their journey.</p> <p>Efficient use of appropriate resources and deployment of staff to enable children to maximise their progress toward differentiated outcomes.</p>

AIM	CURRENT PRACTICE	GOOD OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Portable ramp for front (main) entrance • Permanent ramp in place for rear/KS1 entrance. • Corridors are sufficiently wide to accommodate wheelchair access • Disabled parking bay marked in car park. • Disabled toilets and changing facilities • Library shelves are at wheelchair-accessible height 	<ul style="list-style-type: none"> • Ensure permanent and portable ramps are in good condition and fit for purpose. • Ensure signage around entrances, exits and wider school area are clear • Ensure corridors are kept clear and free of 'clutter'. • Ensure disability bay is clearly demarcated. • Ensure disabled toilet area is kept clear and accessible. • Ensure clear access to shelving. 	<ul style="list-style-type: none"> • Check signage is clear and identify possible upgrades. • Consider wheelchair access to class 2 (demountable) improvements. Currently access is gained purely by steps. • Monitor gangway clearance. • Monitor parking bay and repaint as/when required. • Consider height of and access to reading area shelves. 	<p>HT & H&S governor</p> <p>HT & H&S governor (Finance governor to help determine cost?)</p> <p>HT/Staff/caretaker</p> <p>HT & H&S governor.</p> <p>HT & H&S governor</p>	<p>Autumn 2022</p> <p>Discuss at FGM autumn 2022</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p>	<p>All relevant signage in place and clear.</p> <p>Immediate and comfortable wheelchair access to demountable.</p> <p>Clear gangways at all times.</p> <p>Bay clear and available when required.</p> <p>All books accessible to all at all times.</p>

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school 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 • Pictorial or symbolic representations 		<p>To ensure signage is appropriate for its purpose.</p> <p>To ensure all resources are differentiated and accessible to children's needs.</p>	<p>HT and H&S gov to assess signage.</p> <p>Ensure all staff are aware of children's needs in planning and SSPs.</p>	<p>HT & H&S gov.</p> <p>HT and teaching staff</p>	<p>Autumn 2022</p> <p>Ongoing monitoring</p>	<p>Clear and accessible signage at all times.</p> <p>All children have accessible resources differentiated to their needs.</p>

4. 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 following liaison with staff, pupils and parents.

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
- Supporting pupils with medical conditions policy

Mr R Batchelor

Headteacher

July 2022