

Accessibility Plan

	Name	Date
Headteacher's Approval	Sian Blackwell	Nov 2024
Chair of Governors' Approval	Kate Coulson	Jan 2025
Recommended Review Date:	Nov 2027 although plan will be regularly updated according to changing needs.	

Version Number

This document is issued and maintained in accordance with Cogenhoe Primary School procedures. Any changes must be clearly identified and discussed with the Governors. The most recent version must be detailed to staff and kept with the other policies for all appropriate stakeholders including parents where applicable.

Version	Date	Description of Change	Changed By
1	June 2018	Written and implemented CO/SB	SB
2	Nov 2022	Written and implemented SB	
3	Nov 2024	Reviewed for any updates required; action plan updated	SB

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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, this procedure sets out the process for raising these concerns.

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

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. Action plan

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

Action Plan	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>No Outsiders. All different All Welcome Lesson Plans and Assemblies following Andrew Moffat approach woven into the curriculum. Guidance taken from The Equality Act 2010:British Law referencing the nine 'protected Characteristics' inc Disabilities.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all</i></p>	<p>Increase access to the curriculum for pupils with a disability</p>	<p>Teacher planning and Assemblies are monitored by SLT at regular intervals across the year.</p> <p>No Outsiders leaflets provided for all parents. No Outside Posters posted throughout both key Stages.</p> <p>A parent workshop booked for 2025</p> <p>Regular Learning Walks and Classroom Observation monitor whether all pupils needs are being met. Pupil voice gathered</p>	<p>SLT</p>	<p>Ongoing</p>

	<i>pupils.</i>				
	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 	<p>Improve and maintain access to the physical environment</p>	<p>The school environment is constantly adapted to meet the individual needs of our children.</p> <p>Regular Health & Safety Walks ensure the environment is safe for all our children and visitors to the school.</p>	<p>HT Health & Safety Governor</p> <p>Finance Manger</p> <p>Site Supervisor</p>	<p>Changes adapted according to findings</p>
	<p><i>:Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources if required</i> • <i>Sign Language according to need if required</i> • <i>Visual Timetable used to support individual needs</i> • <i>Pictorial or symbolic representations</i> 	<p>Improve the delivery of information to pupils with a disability.</p>	<p>A variety of methods of communication are selected in order to ensure all pupils and stakeholders in the school are communicated to effectively.</p> <p>SENCO to continue to develop our self-regulation areas according to the individual needs.</p>	<p>SENCO</p> <p>Class Teachers</p> <p>SLT</p>	<p>Ongoing</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 board, Health & Safety officer and the HT.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Playground area	Steps and levels gradient shift areas in the outside area need re painting as visual prompts.	Steps need re painting	Site Supervisor	April 2025
Corridor access	<p>Door stops to be removed as they are used by staff to prop doors open.</p> <p>All corridor access area are of appropriate width and clear of obstruction.</p> <p>Kst 1 furniture in library to be moved back to give children more space to exit and enter the building</p>	Corridor access areas are regularly monitored during Health & Safety walks.	HT SLT Site Supervisor	Dec 2024
Class room facilities	All new ICT interactive wall equipment to be lowered to child	Classrooms to be constantly adapted to meet the individual needs of children.	SENCO and class teachers	Ongoing

	<p>level when replaced- NVP ICT to oversee this.</p> <p>All classroom who have children with disabilities have areas adapted to support children's individual needs for example modified environmental resources, ICT equipment and seating.</p>			
Parking bays	<p>A cone to be used to section off disabled bay. Staff sign posted to park cars with enough room for children to use the den door at break fast club.</p> <p>A disabled parking bay is available at all times.</p>	Staff are reminded not to park in disabled ba	HT	Ongoing
Entrances	Main entrance to school is of adequate width for wheelchair access. To ensure the table and chair set are kept flush with the wall and library book storage moved so the access is clear		All staff	Ongoing
Ramps	Ramps ordered are used at main entrance and exit points	.To follow Fire Service advise and keep these in place	Finance Manager	Ongoing
Toilets	<p>A disabled toilet is available in the main hall area. Easy access is not always available.</p> <p>The emergency pull in the disabled toilet now features as a regular check point on Site</p>	Storage blocking area to be removed. All staff to be made aware of the need to keep access clear.	HT	Checked by Site Supervisor. He will ensure staff do not block the area with trolleys.

	Supervisors daily checks. The cord is always tied safely back at the correct accessible height.			Ongoing
Reception area	<p>To follow the guidance from the external EYFS Audit June and ensure that the main interactive resources are kept away from the children in cupboards and the children have access to the resources needed to support their current provision. Reception area is of adequate width with no obstacles blocking the area. The area is well lit.</p> <p>Books shelves are appropriate levels to ensure easy access.</p> <p>Seating is available.</p>	<p>Reception area constantly assessed for obstructions by the EYFS Lead during Learning walks with SLT.</p> <p>The EYFS Audit and recommendations have been carried at check points throughout the year,</p>	HT	Ongoing
Internal/ external signage	<p>Extra CCTV signs are put up throughout the school.</p> <p>Fire exit, disabled toilet and area signs are clear in the school.</p>	<p>These are now in place and will be checked regularly.</p> <p>Temporary signs are used depending on needs.</p>		Ongoing
Emergency escape routes	<p>Emergency escape routes are well sign posted and are of adequate width, ramps are not currently always used. Fire escape exit plan displayed throughout the school and available in Staff Handbook</p>	<p>External advice acted on</p>	Finance Manager	Jan 2025