



Coten End Primary School

# **Accessibility Policy and Plan**

## **COTEN END PRIMARY SCHOOL ACCESSIBILITY POLICY AND PLAN**

*This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

1. We are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school vision which states

**“Learning for everyone, learning from everyone.”**

To achieve this vision we aim:

- To enable us all to be receptive, self motivated and confident in our learning.
- To encourage the development of all our skills in a safe, stimulating and rewarding learning environment.
- To celebrate the achievements of ourselves and others.
- To nurture a caring school environment where there is trust, respect and honesty.
- To encourage and support families’ involvement in learning inside and outside of school.
- To develop a positive self image and pride in ourselves and our school.
- To involve the local, national and global community in our learning.
- To provide an outdoor learning environment that promotes creativity and enjoyment.
- To prepare learners to be responsible members of our diverse society.
- To promote positive social, emotional, spiritual and cultural values.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

2. Coten End Primary School plans to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be reviewed and updated annually.
4. In creating the Accessibility Plan the school has set the following priorities:
  - Ensure safe access throughout the school for all school uses, irrespective of their disability.
  - Ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
  - Provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly.
6. Ensuring Access to the curriculum is monitored as part of SEND and inclusion management. Detailed planning for accessibility within the curriculum is included in policies covering the provision and planning of the school curriculum. These are reviewed and updated in conjunction with the Accessibility Plan.
7. The School's complaints procedure covers the Accessibility Plan.
8. The Plan will be monitored regularly by the Governing Body and updated every three years or sooner should it be required.

Reviewed January 2025	Katrina George
Next review January 2028	

# Accessibility Plan

**PRIORITY: Ensure safe access throughout the school for all school uses, irrespective of their disability. (Actions will arise from accessibility audit)**

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Costs</b>
Increase access to the curriculum for pupils with a disability	The school is accessible to all pupils apart from the year 4 cloakroom and the first floor of the mezzanine.	Ensure appropriate classrooms are available to cohort containing pupils with a disability	Allocate classrooms accordingly as the need arises	SLT/Admissions officer	Ongoing	
Improve and maintain access to the physical environment.	2 car parking spaces are allocated as disabled spaces.	Ensure all areas are accessible.	Ensure signposts for disabled car parking spaces are visible and review effectiveness.	SBM	Ongoing	TBD

**PRIORITY: Ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.**

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Ensure the delivery of written information to pupils and parents		The school will be able to provide written information in different formats and languages when requested for individual purposes	<p>The school will make itself aware of the services available for converting written information into alternative formats and languages</p> <p>Get advice on alternative formats and use of IT software to produce customized materials.</p>	Office/SLT/ Inclusion team /WES ICTDS	Ongoing review to ensure meeting current needs	Ad hoc costs depending on requirements

**PRIORITY: Provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.**

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Raise the awareness of adults working at and for the school on the importance of good communications systems.		Arrange training courses.	Awareness of target group raised	SENCo	Ongoing - regular reviews and part of induction for new staff