

Accessibility Plan

	Name	Signature	Date
Headteacher's Approval	Sian Blackwell		Nov 2022
Chair of Governors' Approval	Kate Coulson		Nov 2022
Recommended Review Date: Nov 2024	Main Review Nov 2024. 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	

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	5
5. Links with other policies	5
Appendix 1: Accessibility audit	6

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>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 pupils.</i></p>	<p>Increase access to the curriculum for pupils with a disability</p>	<p>Teacher planning is monitored by SLT at regular intervals across the year.</p> <p>Regular Learning Walks and Classroom Observation monitor whether all pupils needs are being met.</p>	<p>SLT</p>	<p>Ongoing</p>
	<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> 	<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>HT Health & Safety Governor Finance</p>	<p>Changes adapted according to findings</p>

	<ul style="list-style-type: none"> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 		Regular Health & Safety Walks ensure the environment is safe for all our children and visitors to the school.	Manger Site Supervisor	
	<p>: <i>Our school uses a range of communication methods to ensure information is accessible. 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>Pictorial or symbolic representations</i> 	Improve the delivery of information to pupils with a disability	A variety of methods of communication are selected in order to ensure all pupils and stakeholders in the school are communicated to effectively.	SENCO Class Teachers SLT	Ongoing

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
Entrance to school	Area near front door cleared of pots and plants that obstruct the door way. Fencing to be erected to keep year group lining up at the start of the day away from parents and children entering the school	Fencing to be designed to divide the path from the front grass area	Site Supervisor	Jan 2022
Large low chair and table set have been ordered to support a child currently in school with crutches. Area out side the yr 6 classroom has been cleared and the classroom re arranged to aviius trip hazzard. A sitting area has been created outside so that children who are unable to play have a safe place to relax away form playing children- but close enough not be feel separated	Bench/ garden and shed area set up with ramp access.		Site Supervisor	Nov 2022
Playground area	Steps and levels gradient shift areas in the outside area need re painting as visual prompts.	Steps need re painting	Site Supervisor	Jan 2022

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 to 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	
Class room facilities	<p>All new ICT interactive wall equipment to be lowered to child level when replaced.</p> <p>All classroom which have children with disabilities have areas adapted to support children's individual needs for example modified environmental resources, ICT equipment and seating.</p>	Class rooms to be constantly adapted to meet the individual needs of children.	SENCO and class teachers	Ongoing
Parking bays	<p>A cone to be used to section off disabled bay. Staff sign posed 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 bay.	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		All staff	Ongoing

	wall and library book storage moved so the access is clear			
Ramps	Ramps ordered are used at main entrance and exit points	.To follow Fire Service advise and keep thses in place	Finance Manager	Ongoing
Toilets	A disabled toilet is available in the main hall area. Easy access is not always available.	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
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 are been carried at 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 on order</p> <p>Temporary signs are used depending on needs.</p>		Ongoing

Emergency escape routes	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	External advice acted on	Finance Manager	Jan 2022
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