

Accessibility plan

Cotford St Luke Primary School



Appreciate

Believe

Challenge

Approved by:	Governing Body	Date: 5 th December 2024
Last reviewed on:	5 th December 2024	
Next review due by:	5 th December 2027	

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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.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Cotford St Luke Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. The school is expected to take 'reasonable steps' to ensure that disabled adults and pupils are not placed at a 'substantial disadvantage' compared to their peers.

All children are special. All children are unique. At Cotford St Luke Primary and Fledglings Pre-School we aim to provide an environment where all pupils feel safe and can flourish. We are committed to providing an education that enables all pupils to make progress with the right level of support, care and encouragement to achieve their best and become confident individuals living fulfilling lives. At Cotford St Luke Primary and Fledglings Pre-School we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

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.

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 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.

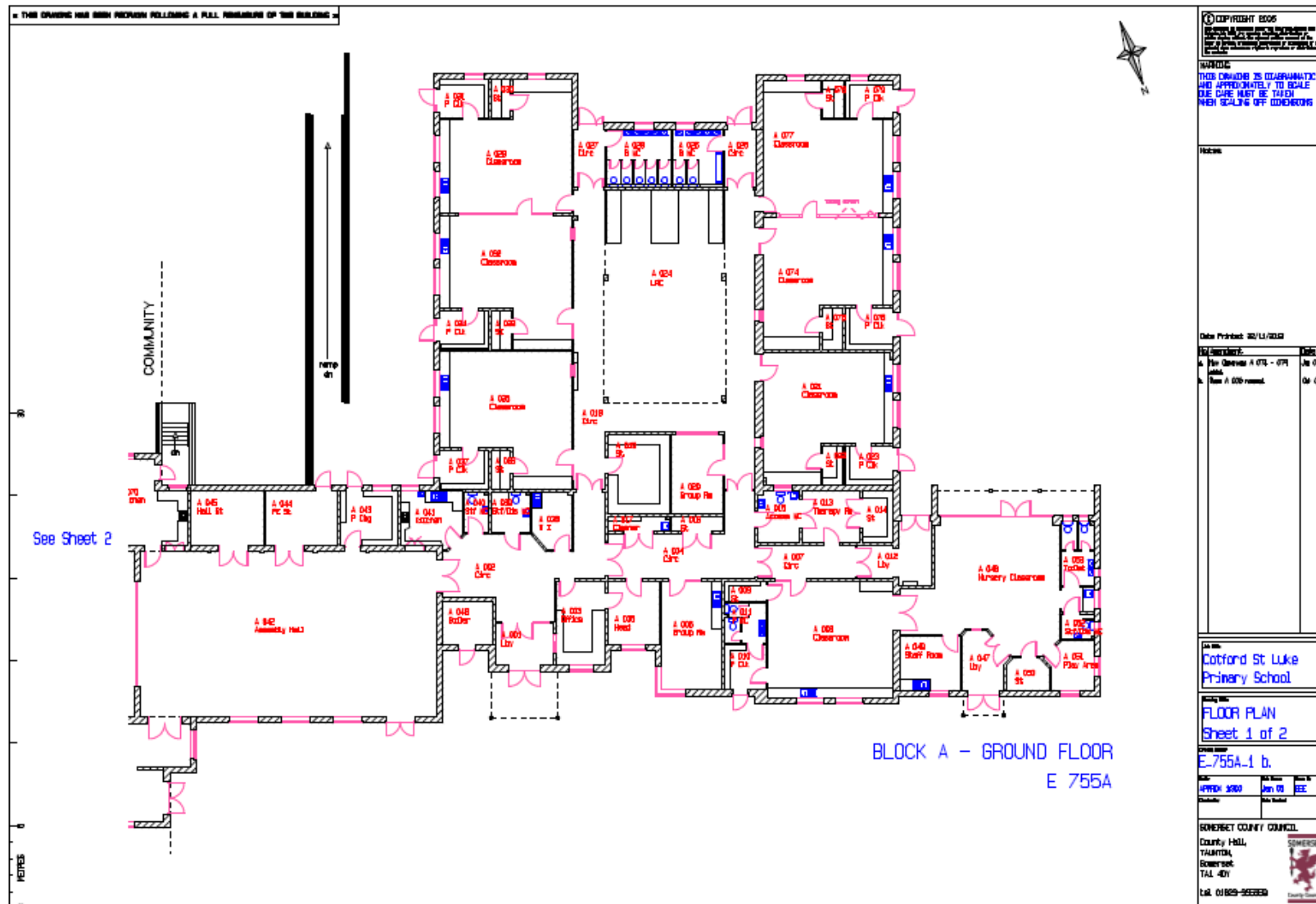
3. Action plan

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• School offers a differentiated curriculum for all pupils whereby expectations are high for all children, with scaffolding and support used to enable access by all children • We use resources tailored to the needs of pupils who require support to access the curriculum • 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 ensure it meets the needs of all pupils. • Targeted screening and interventions are used effectively to identify and overcome gaps in knowledge.	Long term objective: Ensure the curriculum is aspirational for all children, building on their personal starting points	Training on quality first teaching and using scaffolds to support learning.	AJ	Summer 25	All children make strong progress in relation to their starting points, acquiring important knowledge and skills which help prepare children for the next stage in their education. All stakeholders have an understanding of the curriculum approach for pupils with a disability.
		Medium term objective: Research digital tools, such as immersive reader, for supporting universal provision.	Further developing a curriculum offer for children who need a bespoke approach	AJ	Spring 25	
		Short term objective: RAG rate ILPs and work SEND experts to further the sophistication of tracking to ever better support learners.	Further develop the school assessment framework	MW/AJ	Spring 25	

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	To ensure that mobility aids can access all areas of the site.	Ensuring that designated parking bays are only accessed by those who need it. Review the external site to consider access to all areas, including forest school. To ensure access to spaces such as therapy room is maintained.	MW MW/SM SM	Autumn 2024 Summer 2025 Spring 25	Access is maintained and strengthened over time.
Improve the delivery of information to pupils with a disability	We use a range of communication methods to ensure information is accessible. This includes: • internal signage • Large-print resources • Pictorial or symbolic representations • Microsoft office can be used to provide translations (both written and audio) and is available to all	Ensure that stakeholders are aware of the provision we can offer if required.	Place a statement to this effect in the newsletter. Use the website to communicate the tools available.	MW MW	Autumn 2024 Spring 2025	Stakeholders are aware of the provision we can offer and access it if required.

Site map to be used to support inclusion discussions and planning:



4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by SEND governor (Ruth Evans) and the headteacher.

It will be approved by the headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy - <https://www.cotfordstlukeprimary.co.uk/policies/>
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report - <https://www.cotfordstlukeprimary.co.uk/special-educational-needs-our-local-offer/>
- SEND policy - <https://www.cotfordstlukeprimary.co.uk/special-educational-needs-our-local-offer/>