



Accessibility Plan

School Name: **Cottingham CofE Primary School**

Role	Designated Person
Headteacher	Ashley Scott
Designated Lead	Ashley Scott
Date written and approved by governors	Oct 2023
Date to be reviewed	Oct 2027 (<i>Or as necessary</i>)

CONTENTS

1	Aims	3
2	Legislation and Guidance	3
3	Monitoring Arrangements	4
4	Action Plan	5

1. Aims

Cottingham CoFE Primary 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. Our school is 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.

(See below for action plan)

This 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.

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. This includes pupils, parents, staff and governors of the school.

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, 0 to 25 years (2014)* '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.

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
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions Policy.

3. Monitoring Arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by pupils, parents, staff and governors of the school and approved by the governing body.

4. Action plan

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

1. Increase Access to the Curriculum for Pupils with a Disability

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<p><i>Focus of quality first teaching (QFT) in all year groups</i></p>	<p>All teachers have undertaken CPD on Rosenshine's 'Principles in Action', including completing personalised CPD tasks linked to 'Rosenshine The Workbook'.</p> <p>Ongoing CPD to ensure practice remains of a high standard.</p> <p>The annual cycle of Walk Thru's to include peer monitoring support by all staff.</p> <p>Annual Walk Thru cycle to focus upon particular Rosenshine principles.</p>	<p>All Staff</p> <p>Individual copies of 'Rosenshine The Workbook' by Claire Grimes/Walk Thru books/access to website.</p>	<p>CPD sequence began in 2019/20 with Walk Thru cycle in place from Oct 23.</p>	<p>All lessons include a consistent approach to:</p> <ul style="list-style-type: none"> • Modelling; • Information shared in small steps; • Effective questioning; • Ongoing recall and review of daily, weekly, monthly learning. • Accurate and purposeful • Assessment for Learning. <p>Through Walk Thru cycle, all staff to become a coach/monitor colleagues teaching.</p>
<p><i>Adapted and personalized curriculum for all pupils</i></p>	<p>Ensure all pupils, including those with SEN, are included in quality first teaching and access is made available to all lessons.</p> <p>Rosenshine principles are consistently adhered to and enable all children to access the curriculum.</p>	<p>All Staff/ SENDCo</p> <p>Scaffolds/resources to allow for independent learning.</p>	<p>Monitoring is ongoing throughout academic year.</p>	<p>HT/SENCo to monitor the differentiated activities within lessons through planning and book scrutiny.</p> <p>All staff, through the Walk Thru cycle, monitor the use of scaffolding for example.</p>

<p><i>Tailoring resources to support access to the curriculum</i></p>	<p>SENDCo to work with Class Teachers on CPD of a range of resources to support targeted pupils during lessons.</p>	<p>All Staff/SENDCo</p> <p>Scaffolds/resources to allow for independent learning.</p>	<p>Ongoing and as part of annual Walk Thru cycle from Oct 2023.</p>	<p>SENDCo to monitor the impact of lessons and interventions for SEND pupils.</p>
<p><i>Review of the curriculum to ensure it is inclusive</i></p>	<p>Class Teachers and HT to ensure that all curriculum areas are inclusive of all as per Equality Policy.</p>	<p>Subject Leaders; SENDCo</p> <p>Various curriculum subject schemes: PSHE – Jigsaw Languages – Language Angels Computing – Purple Mash PE – Real PE Brit Values – Picture News</p>	<p>Ongoing and from Oct 2023</p>	<p>Curriculum allows children an awareness of disabilities around them.</p> <p>Children have a good understanding of the protected characteristics.</p>
<p><i>Access to statutory assessment</i></p>	<p>Ensure all pupils have the opportunity to complete statutory assessments.</p>	<p>Headteacher/Class teachers/SENDCo</p> <p>Age appropriate assessment resources.</p>	<p>Ongoing from Oct 2023.</p>	<p>Access to statutory assessment is available to all pupils. Where a test is not accessible, alternative assessments listed will be used.</p> <p>All staff will know how to ensure all lessons are inclusive for all pupils.</p>
<p><i>Links to other policies</i></p>	<p>Staff would be trained to support pupils for specific medical and physical needs as they move through the year groups in their education here.</p>	<p>Headteacher/AGC/Trust</p> <p>Relevant <i>Policies</i></p>	<p>Ongoing from Oct 2023</p>	<p>References are made to pupils with disabilities in the Supporting Pupils with Medical Conditions Policy, Intimate Care Policy, Inclusion Policy & SEN Report</p>

2. Improve and Maintain Access to the Physical Environment

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<i>Make environmental adaptations to the needs of pupils as required.</i>	Should a pupil enroll at the school and require access to a certain classroom or specific area of the building, which cannot be accessed, then additional support will be planned for.	Headteacher/AGC /Trust <i>As required</i>	Should a pupil enroll this will be actioned.	All pupils will be able to access their own classroom, toilets, the village hall, library and outdoor areas for learning.

3. Improve the Delivery of Information to Pupils (and Other Stakeholders) with a Disability

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<p><i>Developing the use of a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Use of exercise books with pastel-coloured pages.</i> • <i>Photocopying on pastel colours</i> • <i>Presentations (PowerPoint, Smartboard, etc)</i> • <i>Laptops or I pads for use by dyslexic pupils</i> 	<p>School to supply dyslexic pupils with colour-sensitive exercise books.</p> <p>If required, staff will produce copies on pastel coloured paper for specific pupils.</p> <p>If required, staff will produce visual resources with pastel backgrounds for display.</p> <p>Laptops will be available for pupils to use for English lessons and longer pieces of writing in foundation subjects.</p>	<p>SENDCO / Class teachers</p> <p>Exercise books Coloured paper CPD on equipment Laptop/Tablet and appropriate software</p>	<p>Ongoing from Oct 2023</p>	<p>All pupils will be able to access lessons, presentations and worksheets, and be able to read resources provided throughout lessons.</p> <p>Dyslexic pupils find it easier to access English lessons and to find words required during foundation topics to aid their written work.</p>

<p><i>All staff can use assessment and know procedures for notifying SENDCo of any concerns.</i></p>	<p>Staff notify SENDCo when they have a concern regarding child accessing age appropriate learning.</p>	<p>Class teachers/SENDCo</p>	<p>Ongoing from Oct 2023</p>	<p>All pupils will have access to age appropriate learning.</p> <p>Consistent approach to highlighting particular needs that can then be met. Initially with SENDCo input.</p> <p>Experienced SENDCo is able to source appropriate support/funding as required.</p>
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