



## Accessibility Plan

J Bartle

HEAD TEACHER

Nicola Hill

CHAIR OF GOVERNORS

February 2025

DATE

February 2028

DATE TO BE REVIEWED

*We aim to offer our children engaging and enriching opportunities to allow them to develop the knowledge, skills and resilience they need to achieve in our everchanging and culturally diverse world.*

# Coxhoe Primary School

## CPS Accessibility Plan

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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.

Each child is considered as a whole person developing skills, concepts and attitudes necessary for the opportunities and experiences of the future. We aim to prepare children to reach their full potential as responsible citizens.

Our school aspires to value everyone associated with it, irrespective of age, position, race, gender, background or ability. We endeavour to motivate, support and inspire personal, spiritual, emotional and educational growth in a safe and secure environment.

We aim to unite, parents, pupils, governors, staff, L.E.A. and the local community, through agreed school policies, which aim to deliver a quality educational service. This partnership has helped us to develop together the following aims for all our pupils:

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 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](#), '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.

ST (short term) MT (medium term) LT (long term)

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives &amp; Actions to be taken</b> <i>State short, medium and long-term objectives</i>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
To improve practice to support children and families with EAL	<p><i>Inclusive ethos well embedded across all aspects of school life.</i></p> <p><i>Welcoming atmosphere noted by children, parents and visitors, including families with EAL.</i></p> <p><i>Links developed with EAL team in Local Authority. Effective use of support and accessing expertise.</i></p> <p><i>A member of SLT named with responsibility for development/ensuring effective support is in place for both children and families with EAL.</i></p>	<p><i>Short term:</i></p> <ul style="list-style-type: none"> <li><i>Audit of current staffing subject knowledge</i></li> <li><i>Survey completed for all families with EAL</i></li> </ul> <p><i>Medium Term:</i></p> <ul style="list-style-type: none"> <li><i>Training plan in place for all staff</i></li> <li><i>Effective policy documentation is in place and embedded</i></li> <li><i>CPD programmed planned and underway for all staff</i></li> <li><i>Action plan in place to ensure a strategic approach to improvement of offer for all children and families with EAL</i></li> </ul> <p><i>Long term:</i></p> <ul style="list-style-type: none"> <li><i>Staff confident in effective practice to provide effective transition on arrival and longer term support for all families with EAL</i></li> </ul>	<p>GH</p> <p>GH</p> <p>GH</p>	<p>July 2025</p> <p>July 2026</p> <p>July 2027</p>	<p>EAL lead equipped with knowledge to create CPD plan</p> <p>Tailored CPD delivered to all staff</p> <p>Key policy and procedures in place and embedded</p> <p>Provision for all families with EAL improved.</p>
Ensure new community hub building is accessible to all	<p><i>Building all on one level</i></p> <p><i>Ramp for main step</i></p>	<p><i>Short term:</i></p> <ul style="list-style-type: none"> <li><i>Ramp for internal low level step</i></li> </ul> <p><i>Medium Term:</i></p> <ul style="list-style-type: none"> <li><i>Internet access</i></li> <li><i>Telephone access</i></li> </ul>	<p>AA</p> <p>AA/JB</p> <p>AA/JB</p>	<p>April 2025</p> <p>July 2026</p> <p>July 2027</p>	<p>Ramp in place on internal small step and accessed by wheelchair/pushchair users</p>

		<p><i>Long term:</i></p> <ul style="list-style-type: none"> <li>• Accessible toilet</li> <li>• Water connection</li> </ul>			<p>Internet access and telephone available for all users</p> <p>Accessible toilet and sink in place</p>
Improved main entrance with improved accessibility	<p>Ramp to main entrance</p> <p>Electronic door release</p> <p>Staffed main entrance</p>	<p><i>Short term:</i></p> <ul style="list-style-type: none"> <li>• Research door/entrance systems in local schools</li> </ul> <p><i>Medium Term:</i></p> <ul style="list-style-type: none"> <li>• Liaise with architect to research possible systems to improve accessibility</li> </ul> <p><i>Long term:</i></p> <ul style="list-style-type: none"> <li>• Change location of school entrance</li> <li>• New entrance in place with improved facilities to ensure accessibility for all</li> </ul>	JB/AT/LT/KC	<p>April 2025</p> <p>July 2025</p> <p>July 2026</p>	<p>Improved door system in place ensuring improved accessibility for all</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 Body.

## 5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equalities policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) policy & information report
- Supporting pupils with medical conditions policy
- SRE policy
- Behaviour policy
- Fire & emergency evacuation policy
- PSHCE policy

# COXHOE PRIMARY SCHOOL

**Believe and Achieve**

*We aim to offer our children engaging and enriching opportunities to allow them to develop the knowledge, skills and resilience they need to achieve in our everchanging and culturally diverse world.*

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