

Accessibility Plan



March 2025

Accessibility Plan

At Coldean Primary School we are committed to providing an inclusive curriculum, with high expectations for all, that ensures the best possible progress for all of our pupils whatever their needs or abilities. We believe that confidence and self-esteem are the platform for effective learning. Some children may need to focus on these areas before we can secure further academic achievements. We recognise that many pupils will have additional needs at some time during their school life and we work hard to ensure there are no child is invisible by recognising everyone's uniqueness and success. We embrace and encourage learning in all its forms and are committed to nurturing lifelong learners. We understand that children achieve in a secure and happy environment so we provide a safe school enabling all children to achieve their full potential.

All schools should have an Accessibility Plan under the Equality Act 2010 (Amendment) Regulations

This Accessibility Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 (Amendment) Regulations 2023. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 (Amendment) Regulations 2023 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 (Amendment) Regulations 2023 a person has a disability if:

- (a) A person has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (Amendment) Regulations 2023 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Coldean Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, cultural, sexual orientation or gender identification needs. We are committed to taking positive action in the spirit of the Equality Act 2010 (Amendment) Regulations 2023 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

The Coldean Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory Impairment. This also includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits, provision of specialist or auxiliary aids and equipment so that these pupils can access the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Modify the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include enlarging texts, use of coloured paper, signage and paperwork at appropriate height. This information will be made available in various preferred formats within a reasonable timeframe.
- The Coldean Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010 (Amendment) Regulations 2023 .
- This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Management Policy
 - Emergency Plan
 - Health & Safety Policy
 - Raising Attainment Plan
 - Special Educational Needs - Disability Policy
 - Teaching and Learning Policy
- The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.
- Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010 (Amendment) Regulations 2023.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010 (Amendment) Regulations 2023.

Approved: Dawn Lorec and Rebecca Ouassa

Date: 24/03/2025

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher and Senior Leaders
- SENDCo
- Parents
- Site Manager

We ask about any disability and health condition in early communications with new parents and carers. For parents and carers of children already at the school, we encourage them to take advantage of our open door policy and discuss issues with a member of staff when they arise.

Disabled pupils participate in extra-curricular activities. We are aware that some aspects of extra-curricular activities can present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs. We are able to support these children by providing appropriate adult support and physical adaptations to the environment. This enables the children to access all parts of the school safely. There are no parts of the school to which disabled pupils have limited or no access.

Disabled pupils have full access to all areas of the curriculum. Some areas of the curriculum could present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual or hearing impairment. and English and mathematics for pupils with learning difficulties. However by implementing strategies listed in our action plan this is not an issue. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care and the presence or lack of role models or images of disabled people. However, these issues are all detailed in the school's policies and procedures, and addressed and managed well in all areas of school life.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Information can be accessed in a range of different formats, on request, and is available for disabled pupils, parents and staff.

The school is a two-storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor with wide door access to all rooms. The Infant hall is on the ground floor and is accessible to all.

There are lifts throughout the school that can accommodate a large wheelchair. These are maintained on a regular basis through a service agreement.

On-site car parking for staff and visitor includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the Foundation Stage, one opposite the school office and one in the upstairs KS2 corridor. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

This provision applies equally to pupils, staff, parents/carers and visitors to the school. In addition, we also seek support and advice from the local authority's Occupational Health service to ensure that the workplace meets individual staff requirements and that all reasonable adjustments are made to ensure that any staff with a disability or health need can perform their duties.

Appendix I

The Accessibility Plan is divided into three strands.

Strand A Increasing the extent to which disabled pupils can participate in the curriculum

Strand B Improving the physical environment of the school

Strand C Improving the delivery of information to disabled pupils, staff, governors, parents/carers and visitors

For ease of implementation at Coldean Primary School we have divided the plan into, short, medium and long-term action points.

Review of 2021-2024

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term	1. Ensure that all disabled stakeholders can safely evacuate the school	a) Personal Emergency Evacuation Plans for all children and staff are updated. b) Teachers responsible for creating PEEPs for pupils in class who require them. Copies held centrally. c) Evacuation chairs on both Junior landings. (Training updated as required) d) Emergency lighting to guide a safe path to fire exits.	Annually in September Or as required by new needs	Class Teachers Headteacher / governing body	All disabled children and staff are safe and confident in event of evacuation.
	2. Ensure that all Year 5 and 6 pupils can access the Residential Outing	Thorough planning and advance visits with detailed risk assessments put in place.	On-going	Head Teacher SLT Educational Visits Coordinator	All pupils are able to participate.

	4. Ensure that the Reception classroom and outside area is fully inclusive for all.	Clear pathways are created so that all children can access every part of the environment independently. The different areas are clearly labelled with the appropriate size and style of font identified for all. The layout of the environment remains the same to enable the visually impaired to negotiate the classroom space confidently and safely. If the layout has to change then an identified adult to guide the visually impaired around the new set up.	On-going	Class Teachers Teaching Assistants Alexis Carrington (Inclusion Manager)	Access around the environment easier for all.
	5. Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, Attachment, Hearing and Visual Impairment.	Inclusion Manager to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary from Sensory Needs Service for Visual and Hearing Impairment, Speech Therapist, Language Support Service and the Complex Needs Outreach Service.	On-going – half termly visits	Alexis Carrington (Inclusion Manager)	All children have equal access to a broad, balanced curriculum. Enabling needs to be identified and met.
	6. To establish close liaison with outside agencies for pupils with on-going health needs, e.g. <i>Children with severe asthma, epilepsy or mobility issues</i>	To ensure collaboration between all key personnel.	On-going.	Stuart McConnachie (Head Teacher) Alexis Carrington (Inclusion Manager) School First Aiders Class Teachers Teaching Assistants	Clear collaborative working approach between school and outside agencies to ensure outstanding care for all children.
	7. To ensure that the medical needs of all pupils are met fully within the school	Conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	On-going.	Stuart McConnachie (Head Teacher) Alexis Carrington (Inclusion Manager) School First Aiders Class Teachers Teaching Assistants	The needs of all pupils' needs are met.

	8. To increase awareness and understanding of Visual Impairment	Staff to work closely with Sensory needs to support learning and teaching.	Completed	Alexis Carrington (Inclusion Manager) Class Teachers Teaching Assistants INAs	School staff support the learning and teaching of a child with a visual impairment. Pupils' have an increased understanding of visual impairment.
	9. To increase awareness and understanding of Hearing Impairment	Staff to work closely with Sensory needs to support the introduction of a Hearing Loop for a child with a hearing impairment.	September 2021 then on-going.	Alexis Carrington (Inclusion Manager) Class Teachers Teaching Assistants	School staff to support the learning and teaching of a child with a hearing impairment through the use of a Hearing Loop.
	10. Ensure that after school clubs and care provision facilities are accessible for all children.	a) After School Club Coordinator to ensure they communicate SEND needs to any club leaders so that adaptations can be made if necessary. b) Risk assessments completed for clubs including provision for all children as required.	On-going	Stuart McConnachie (Headteacher) Alexis Carrington (Inclusion Manager)	Risk assessments available to view for all clubs. Access to all children with adaptations made where needed.

Medium term	1. Introduce and implement the Engagement Model.	Inclusion Manager to identify children, plan and implement Engagement Model to support those who are working a Key Stage below ARE and who are not able to access a differentiated curriculum.	Ongoing	Alexis Carrington (Inclusion Manager)	Staff are able to use alternative lessons that allow the children to learn through experience and play-based activities.
	2. Improve toileting for EYFS and KS1 at playtimes.	An outside toilet to be installed on the EYFS and KS1 playground so that all children can access toilet facilities independently during outside play.	Completed	Stuart McConnachie (Headteacher)	Access to toilets at playtime are now easier for all.

				Keith Verrall (Caretaker)	
Long term	1. Ensure that the Nursery classroom and outside area is fully inclusive for all.	Clear pathways are created so that all children can access every part of the environment independently. The different areas are clearly labelled with the appropriate size and style of font identified for all. The layout of the environment remains the same to enable the Children to negotiate the classroom space confidently and safely.	Ongoing	Stuart McConnachie (Headteacher) Class Teachers Teaching Assistants Alexis Carrington (Inclusion Manager) Keith Verrall (Caretaker)	Access around the environment easier for all.

2025 - 2028

Short Term	1. Ensure that all disabled stakeholders can safely evacuate the school	a) Personal Emergency Evacuation Plans for all children and staff are updated. b) Teachers responsible for creating PEEPs for pupils in class who require them. Copies held centrally. c) Evacuation chairs on both Junior landings. (Training updated as required) d) Emergency lighting to guide a safe path to fire exits.	Annually in September Or as required by new needs	Class Teachers Headteacher / governing body	All disabled children and staff are safe and confident in event of evacuation.
	2. Ensure that all Year 5 and 6 pupils can access the Residential Outing	Thorough planning and advance visits with detailed risk assessments put in place.	On-going	Head Teacher SLT Educational Visits Coordinator	All pupils are able to participate.
	3. Ensure that the Reception classroom and outside area is fully inclusive for all.	Clear pathways are created so that all children can access every part of the environment independently. The different areas are clearly labelled with the appropriate size and style of font identified for all. The layout of the environment remains the same to enable the visually impaired to negotiate the classroom	On-going	Class Teachers Teaching Assistants Alexis Carrington (Inclusion Manager)	Access around the environment easier for all.

		space confidently and safely. If the layout has to change then an identified adult to guide the visually impaired around the new set up.			
	4. Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, Attachment, Hearing and Visual Impairment.	Inclusion Manager to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary from Sensory Needs Service for Visual and Hearing Impairment, Speech Therapist, Language Support Service and the Complex Needs Outreach Service.	On-going – half termly visits	Alexis Carrington (Inclusion Manager)	All children have equal access to a broad, balanced curriculum. Enabling needs to be identified and met.
	5. To establish close liaison with outside agencies for pupils with on-going health needs, e.g. Children with severe asthma, epilepsy or mobility issues	To ensure collaboration between all key personnel.	On-going.	Stuart McConnachie (Head Teacher) Alexis Carrington (Inclusion Manager) School First Aiders Class Teachers Teaching Assistants	Clear collaborative working approach between school and outside agencies to ensure outstanding care for all children.
	7. To ensure that the medical needs of all pupils are met fully within the school	Conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	On-going.	Stuart McConnachie (Head Teacher) Alexis Carrington (Inclusion Manager) School First Aiders Class Teachers Teaching Assistants	The needs of all pupils' needs are met.
	8. To increase awareness and understanding of Hearing Impairment	Staff to work closely with Sensory needs to support the introduction of a Hearing Loop for a child with a hearing impairment.	On-going.	Alexis Carrington (Inclusion Manager) Class Teachers Teaching Assistants	School staff to support the learning and teaching of a child with a hearing impairment through the use of a Hearing Loop.
	9. Ensure that after school clubs and care provision facilities are accessible for all children.	a) After School Club Coordinator to ensure they communicate SEND needs to any club leaders so that adaptations can be made if necessary. b) Risk assessments completed for clubs including provision for all children as required.	On-going	Stuart McConnachie (Headteacher) Alexis Carrington (Inclusion Manager)	Risk assessments available to view for all clubs. Access to all children with adaptations made where needed.

	10. Sensory Space to be completed	A space to be created to enable children to regularly reduce their sensory overload.	From January 2025	Stuart McConnachie (Headteacher) Keith Verrall (Caretaker)	The area to be completed with appropriate sensory resources. Risk assessments available to view for all members of staff. Access to all children with adaptations made where needed.
Medium Term	1. Introduce and implement the Engagement Model.	Inclusion Manager to identify children, plan and implement Engagement Model to support those who are working a Key Stage below ARE and who are not able to access a differentiated curriculum.	Ongoing	Alexis Carrington (Inclusion Manager)	Staff are able to use alternative lessons that allow the children to learn through experience and play-based activities.
	2. Transition from school to school	Inclusion Manager to ensure that transition to a new school or setting is a well thought out with an enhanced, prepared and unique plan remembering that all children are different and the move to a new school, or even moving to a new part of a school, may affect each of them in distinct and sometimes unexpected ways.	Ongoing	Alexis Carrington (Inclusion Manager) Jude O'Sullivan (Learning Mentor) Class Teachers	Staff to be able to recognise the signs of a successful transition. These are: Developing new friendships and maintaining good self-esteem and confidence; Showing an increasing interest in school and school work; Getting used to their new routines and school organisation with ease; Experiencing continuity in learning.
	3. Create a safer	Ensure there is a safe route into the building for	Ongoing	Stuart McConnachie	Access to a safe

	entrance to the school for Caterpillar Class.	staff, children and parents.		(Headteacher)	route to enter and exit the building for all.
Long Term	1. Rain Garden to be completed.	Ensure that it is created in a safe and accessible area for all.	From April 2025	Stuart McConnachie (Headteacher)	Staff and children are able to access the Rain Garden regardless of additional need.