



Growing, Learning, Achieving Together

# Accessibility Plan

***“Let your light shine” Matthew 5:16***

Everyone is encouraged to shine by encompassing our values of respect, trust, honesty, thankfulness and resilience.

*Enabling us to grow, learn and achieve together.*

	Date	Signature
Discussed at Staff meeting		
Discussed at Curriculum Governors		
FGB:		
Added to Website	09.02.23	

## Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

At Cold Harbour Church of England Primary School, our values of Respect, Honesty, Trust, Thankfulness and Resilience underpin everything we do.

Our school is committed to ensure our children 'Let their light shine.'

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Cold Harbour is an inclusive school. This plan intends to show how we intend to improve the accessibility of the school for; children with disabilities, staff, parents/carers and visitors.

## 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 special educational needs and disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with special educational needs and disabilities to take better advantage of education, benefits, facilities and services provided. Consideration is also given to staff, parents and visitors in accessing the premises.
- Improve the availability of accessible information to pupils with special educational needs and disabilities, parents, staff and visitors.

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.

Where children are identified as having Special Educational Needs or disability (SEND), the school is committed to ensuring that all the children, regardless of their specific needs, make the best possible progress in school through special educational provision.

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 governors and staff.

## 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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.

#### 3.1 Curriculum

At Cold Harbour C of E School we aim to offer all children access to a full, broad and balanced curriculum that offers the appropriate level of challenge. All children should also be given the opportunity to access and experience a full range of extra-curricular activities that further enhance their learning and understanding.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Know the access needs of all stakeholders.	<p>Ensure the school staff &amp; Trustees are aware of access issues ('access' meaning 'access to' and 'access from').</p> <p>Ensure staff and Trustees can access areas of school used.</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.</p> <p>Communication in print around school to help children's</p>	To be aware of the access needs of disabled children, staff, Trustees and parents/carers.	<p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process.</p> <p>On admission, check if any children/parents/trustees have access needs.</p>	<p>SENCO</p> <p>School Office Staff</p> <p>Head Teacher</p>	December 2022	<p>Reminder to parents through newsletter in Autumn Term.</p> <p>Admissions to include questioning of access needs and information shared with relevant personnel to ensure access needs can be met and any adaptations required are put in place.</p> <p>SENCO to create PEEP for any child with access needs.</p>

	understanding and visual recognition.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Ramp access around the whole building</li> <li>• A successful accessibility audit is complete and identify further areas for improvement</li> </ul>	For all children/staff with any disability to be able to access all parts of the school	Establish and annual audit of accessibility of buildings and facilities with respect of specific pupils, parents and visitors access requirements.	Site Manager/Head Teacher/SENCO	June 2023	<p>All children and staff are able to access the physical environment safely</p> <p>Completed accessibility audit identifies next steps to build the accessibility plan for the next academic year September 2023-2024.</p>
Ensure that parents are aware they can ask for information to be provided in a more accessible format e.g. translation of website and documents, large print.	Advise parents of accessibility options during school visits and induction sessions.	For all parents to be able to access all information provided by the school	Offer all parents this option when their children start at Coldharbour. Ensure any parentmail/dojo message is available to all.	Learning Mentor/Office Staff	June 2023	All communication from school to be available to all parents

Maintain safety for visually impaired people.	<p>Yellow paint/tape/marker on step edges and other edges.</p> <p>Check exterior lighting is working on a regular basis.</p> <p>Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate.</p> <p>Check flashing beacons that signal fire alarm activation regularly</p>	For all visually impaired persons to be granted equal access to the school environment.	On admission, check if any children/parents/trustees have a visual impairment.	Head Teacher/School office to review admissions/Site Manager to check safety features are in place	Annually, and as new children join the school throughout the year	Visually impaired pupils, staff, children, trustees are known and safety protocols outlined in place where appropriate.
All people are able to exit the building safely in an emergency.	<p>Daily health and safety checks of the school and its surroundings. Ensure staff are aware of need to keep fire exits clear.</p> <p>Half termly fire drills to reflect on and improve practice.</p>	<p>Ensure there are enough fire exits around school that are suitable for people with a disability.</p> <p>All physically disabled persons can be safely evacuated.</p>	Fire drills to be practised at different times of the school day to ensure access to exits is safely maintained throughout the school day, regardless of change of location for staff/children e.g. during phonics when the children and staff are in a variety of spaces across the building.	<p>Head Teacher/Site Manager</p> <p>All staff to know safest routes of exit</p>	July 2022	All fire exits are clearly labelled and the safest routes accessible to all are known by all staff who are confident to direct all pupils/visitors/trustees to safety regardless of the location in the school.
Increase access to the curriculum for all pupils, including those with SEN and/or with a disability.	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	For all children with any disability to be able to access the whole curriculum effectively	All subjects within the new Primary Knowledge Curriculum are to be carefully planned taking into account the wide range of disabilities and how this might affect participation, adapting	Subject Leads SENCO	Ongoing	All children are able to fully access all parts of the curriculum and resources to support the curriculum are accessible to all.

	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Observations are carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>Ongoing monitoring from SENCO.</p> <p>Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p>		<p>any suggested tasks/resources where necessary. Subject Leads over oversee curriculum accessibility for their subject.</p> <p>Review SEND children's access to curriculum within class sessions.</p>			
All school visits and trips need to be accessible to all pupils.	<p>Risk assessments are conducted and shared via EVOLVE to ensure that all children including children with physical disabilities can access trips.</p> <p>Venues and means of transport are vetted for suitability.</p>	Trips and visits are planned carefully in consideration of the access needs of pupils, staff, parents and trustees.	<p>New trips and visits planned are considered carefully in line with access needs.</p> <p>Permission slips are obtained to ensure information about access needs is up to date.</p>	Head Teacher Teaching Staff	On-going	All trips and visits are accessible to all children.



	Staff are fully briefed with regards to children with SEND		Plan for trips and visits across the Cold Harbour Journey will map out experiences for fair access to all from R to Y6.			
Promote equality and inclusion for all through the implementation of a curriculum that celebrates diversity.	<p>Implement an inclusive PSHE curriculum.</p> <p>Celebrate diversity during daily Collective Worship which celebrates a range of cultures, traditions, religions, disabilities and differences.</p>	The curriculum delivered educates and celebrates disability.	<p>Review PE curriculum to include disability sports.</p> <p>Ensure the curriculum and resources include examples of people with disabilities.</p> <p>Check that core texts and/or books for pleasure celebrate disability and challenge perceptions.</p>	<p>Head Teacher</p> <p>Subject Leaders</p> <p>PE Coach</p>	September 2023	<p>Curriculum planning evidences resources, books, events and sports linked to disability and promoting equal access for all.</p> <p>Collective Worship Rota highlights coverage across the year.</p> <p>Children are able to speak about and/or name significant people with disabilities.</p>
All children are offered equal opportunities to attend whole-school events; including, lunchtime and after-school activities.	<p>Whole school events are planned and/or adapted to include all children.</p> <p>Reasonable adjustments are made where necessary to ensure all pupils are enabled the opportunity to take part in any activities of their choosing.</p>	Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	Careful consideration when planning whole-school events. Keep in mind the access needs of all parties and where necessary made adjustments to ensure equal access.	<p>Head Teacher</p> <p>Teaching Staff</p> <p>PE Coach</p>	Ongoing	All children are invited to access all whole-school events and encouraged to do so.

All children have equal access to share their thoughts, opinions and feelings.	All children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as needed.	Pupil voice is obtained from all pupils.	When planning pupil surveys or pupil voice tasks, liaise with the class teacher or SENCO to ensure you are aware of the access needs of all pupils so that reasonable adjustments can be made to meet access needs.	Head Teacher SENCO All staff	Ongoing	<p>All pupils voice are heard.</p> <p>All pupils take part in the annual survey by whatever means necessary.</p>

## 4 Monitoring arrangements

The action plan will be reviewed each term by the (head teacher) to ensure actions have been completed.  
(Who will review it, in what forum)

New actions will be added as school population changes and new needs are identified.

Governors will review the document every 3 years.

It will be approved by Finance, Personnel and Policy Committee

## 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
- Equal Opportunities Policies 2016
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Single Equality Policy 2016
- Teaching and Learning Policy