



# Accessibility Plan

## Costock CE Primary School

**Where every child is a star! **

**'As God's children, we shine like Stars' Philippians 2 v.15**

### **Our Promise**

**Every day at Costock Church School we are experiencing and learning;**

**Service to God, each other and ourselves, Truth, Agape and Respect**

**As we leave each day we take these Christian Values with us**

**Approved by:** C&P Committee **Date:** Spring 2025

**Last reviewed on:** Spring 2022

**Next review due by:** Spring 2028

## 1. Aims

Costock C of E 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 also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This plan outlines how our school aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents
- The headteacher and other relevant members of staff
- Governors
- External partners

The plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## 2. The accessibility audit

**2.1** The governing body will undertake a regular accessibility audit.

**2.2** The audit will cover the following 3 areas:

- **Access to the curriculum** – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** - the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

- **Access to information** - the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 2.3** When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:
- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
  - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
  - **Visual disabilities** – this includes those with visual impairments and sensitivities
  - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
  - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 2.4** The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access.
- 2.5** All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 2.6** The actions that will be undertaken are detailed on the following sections of the document.

### 3. Access to Curriculum – action plan

TARGET	STRATEGIES	TIMESCALE	WHAT SUCCESS WILL LOOK LIKE
Access to learning / in class provision	<ul style="list-style-type: none"> <li>Review SEND children's access to curriculum within class sessions.</li> <li>Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</li> <li>Ongoing monitoring from SENCO.</li> <li>Liaise with external professionals e.g., SALT/OT to incorporate strategies and support with classrooms and around school with children who require specific equipment and adaptations.</li> </ul>	On-going	All pupils to have access to a broad and balanced curriculum.
All school visits and residential need to be accessible to all pupils	<ul style="list-style-type: none"> <li>Risk assessments to ensure that all children, including those with physical disabilities, can access visits / residential.</li> <li>Ensure venues and means of transport are vetted for suitability.</li> <li>Ensure all staff are fully briefed with regards to children with SEND.</li> </ul>	Ongoing	All pupils are able to access all school visits / residential and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> <li>Review PE curriculum to include disability sports.</li> </ul>	Annually	All pupils have access to PE and are able to excel e.g., via support from an adult.
Ensure disabled children can take part in whole school events, lunchtime and after-school activities	<ul style="list-style-type: none"> <li>Ensure whole school events can be adapted to include all children.</li> <li>Ensure there is a way of getting children with mobility issues to church services.</li> </ul>	As required	Disabled children feel able to participate equally in all school activities.

#### 4. Access to the Physical Environment – action plan

TARGET	STRATEGIES	TIMESCALE	WHAT SUCCESS WILL LOOK LIKE
To be aware of the access needs of disabled children staff and parents / carers.	<ul style="list-style-type: none"> <li>Ensure school staff are aware of access issues.</li> <li>Create access plans for individual disabled children as part of the SEND process.</li> <li>Ensure staff can access areas of school used for meetings.</li> <li>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed for all physically impaired pupils.</li> <li>Ensure disabled access toilets are available; one with changing facilities.</li> </ul>	As required	<ul style="list-style-type: none"> <li>All staff are aware of pupil's access needs.</li> <li>Continuously monitored to ensure any new needs arising are met.</li> <li>PEEPs are prepared and reviewed as individual needs change.</li> <li>Toilet / changing facilities available for those with additional needs.</li> </ul>
Maintain safety for visually and auditory impaired people	<ul style="list-style-type: none"> <li>Check if any children have visual impairment resulting in step edges needing highlighting.</li> <li>Check exterior lighting is working on a regular basis.</li> <li>Check flashing beacons, that signal fire alarm activation, regularly.</li> </ul>	Annually, and as new children join the school throughout the year.	Visually and auditory impaired people feel safe in the school grounds and buildings.
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> <li>Ensure staff are aware of the need to keep fire exits clear.</li> <li>Daily health and safety check of the school and its surroundings.</li> </ul>	Daily	All disabled people have safe exits from school.
Accessible car parking	<ul style="list-style-type: none"> <li>Disabled members of staff and visitors have a place to park in the staff car park near the main entrance into school.</li> </ul>	On-going	There is a place for disabled members of staff and visitors to park throughout the school day.

## 5. Access to Information – action plan

TARGET	STRATEGIES	TIMESCALE	WHAT SUCCESS WILL LOOK LIKE
Understand the needs of pupils and ensure information is available in relevant formats e.g., large print, braille, pictorial/symbolic representations	<ul style="list-style-type: none"> <li>• Communication in print around school to help children's understanding and visual recognition.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>• Pupils have access to information in a format that meets their needs and that they can understand.</li> <li>• Pupils are able to navigate the school regardless of their disability.</li> <li>•</li> </ul>
Pupil Voice	<ul style="list-style-type: none"> <li>• All children are given opportunities to share their concerns, views and ideas.</li> <li>• Adaptations are made as needed.</li> </ul>	On-going	Children's voice is heard and acted upon.
Communication with parents	<ul style="list-style-type: none"> <li>• Ensure parents have access to our SEN provision / school offer currently on the school website.</li> <li>• Ensure parents can contact and meet the SENCO on a regular basis.</li> </ul>	On-going	<ul style="list-style-type: none"> <li>• Parent / school communication is strong.</li> <li>• Parents confidently contact SENCO for support and advice.</li> </ul>