



# Cotsford Primary School

Accessibility Plan

2026 - 2029

It is a requirement of the Equality Act 2010 that all schools have an Accessibility Plan. The act states that,

*"Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation."*

According to the Equality Act 2010, a person has a disability if:

- He or she has a physical or mental impairment.
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal everyday activities.

The Equality Act 2010 replaced all previously existing legislation which included the Disability Discrimination Act.

The school's Accessibility Plan is reviewed every three years by the governing body and at Cotsford Primary School the responsibility for reviewing our Accessibility Plan has been delegated to the Finance and Premises Committee.

At Cotsford Primary School we are committed to working together as a school community to provide a stimulating, exciting and high quality learning environment for each and every one of our pupils. We want our pupils to be:

- Aspirational
- Resilient
- Respectful
- Confident
- Successful

We believe that we can best achieve this when children feel valued, respected and inspired to learn.

At Cotsford Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Nurture and promote good relations between persons who share a protected characteristic and persons who do not share it.

Mindful of this, we have drawn up our Accessibility Plan in consultation with stakeholders and the current plan covers the period January 2026 - January 2029. In line with government guidelines, we will review the Plan in the Spring term of 2029. The Plan is published on our school website and will be monitored by the Local Education Authority who will provide feedback to us to help us further develop our plan.

## Aims and Objectives

At Cotsford Primary School we aim to:

- Increase access to the curriculum for pupils with a special educational need or disability.
- Ensure the diversity of our school community is represented and pupils with EAL are supported.
- Maintain, and if necessary, improve access to the physical environment for members of the school community.
- Improve the delivery and accessibility of written information for members of our school community.

The Cotsford Primary School Accessibility Plan complements and supports our school's work on equality and diversity. As a school we are committed to providing an environment that enables all our pupils to access the curriculum and all our visitors to access the services and activities we offer such as parents' afternoons, school concerts and events, fairs and open days etc. We are also committed to taking any reasonable additional action that may be necessary to meet the needs of any member of our school community.

Our Accessibility Plan highlights how we will:

- Improve awareness of Equality and inclusion throughout our school community.
- Ensure we have open access throughout our school building for adults and children.
- Improve access to the physical environment for members of our school community
- Ensure our curriculum provides for the needs of all members of our school community so that any member with a disability has the same access to activities as able-bodied members. This includes teaching and learning which occurs during the school day, participation and access to before and after school clubs and activities and access to school trips and visits. It also includes the provision of any required specialist equipment which may help these pupils access the curriculum.
- Improve the delivery of our written information for all members of our school community including pupils, staff, parents/carers and visitors. Examples of this may include providing worksheets in different colours or coloured overlays to suit the needs of pupils with visual/reading difficulties, providing large-sized text, visual timetables or providing our school letters/brochure etc. in a different language.
- Ensure new members of staff appointed to the school, whatever their role, are clear about the school's commitment meeting their responsibilities under the Equality Act 2010 during their induction.
- Ensure training is available to staff and governors, recognising the need to continually raise awareness on issues relating to the Equality Act 2010.

The attached Action Plan relates to these key aspects of accessibility. The plan will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

This Accessibility Plan should be read in conjunction with other related school policies, documents and strategies, including:

- Teaching and Learning Policy
- Equality Statement
- Staff Development
- Health & Safety Policy (including off-site safety)
- Inclusion
- Special Educational Needs and Disabilities Policy
- Behaviour Management Policy
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Lesson Plans

The Accessibility Plan for physical accessibility relates to the Access Audit of the school which is the responsibility of the Governing Body. The school will take all reasonable steps to undertake the work identified within the life of the Accessibility Plan but on occasion it may be necessary for certain actions to be rolled forward to a subsequent plan (eg. if a new pupil enters the school with specific needs not previously addressed by the school, just prior to the end of life of an Accessibility Plan). If this is the case, any such actions will become a key priority for the new Accessibility Plan.

Our Accessibility Plan may be monitored by Ofsted as part of their inspection process.

### **Current Good Practice**

Prior to our new intake joining us in September

- Our Reception Teacher visits the children in each of the feeder Nurseries.
- A transition meeting is held with Horden Nursery (our main feeder Nursery).
- We have an induction day with parents/ carers and children attending together.

At these initial meetings staff gather any relevant information which may help the school provide appropriately for the needs of all children. As these opportunities take place in June/July prior to a September entry, it gives time for the school to make or plan for any reasonable adjustments in terms of resources, the environment or the curriculum.

When children enter our school after Reception, we liaise closely with parents/carers to ensure we provide appropriately for pupils. This includes listening to the pupil and their comments, listening to the parents/carers and contacting the previous school and speaking to staff there. We aim wherever possible to have books labelled prior to children joining, a coat peg or locker labelled and ensuring pupils have access to an appropriate uniform so they can immediately feel part of our school community.

Staff throughout the school are made aware of pupils with particular needs if it is deemed helpful for such knowledge to be universally shared. This is to ensure all staff encountering a pupil with additional needs can respond appropriately.

When families join our school and their first language is not English, an assessment is made as to whether they require information in an additional format and whether the pupil will benefit from support from the EAL and Equalities Team (formerly EMTAS).

Pupils with visual or specific difficulties are provided with worksheets in an appropriate colour if an assessment suggests this would help. They are also provided with coloured overlays to use with textbooks or test papers to help. Large size text has also been made available.

A range of pencils and scissors with different type grips are provided for pupils with issues surrounding fine motor skills.

A range of resources including wobble stools and cushions, standing desks, weighted blankets and vests, and fidget aides are provided for pupils who have sensory or concentration issues to help them with their needs in addition to access to movement/brain breaks and planned Sensory Circuit sessions.

Visual timetables are provided for pupils who benefit from seeing and understanding the structure of their day.

Individual workstations are provided for pupils who benefit from working with these.

The above are a range of some of the adjustments we make and the tools we provide to support pupils' learning, all of which are individualised and adapted to meet the specific needs of each child. This list is not exhaustive and is continually added to as the need arises or as our awareness increases. We work with therapists, specialists and advisory staff to ensure we provide high quality teaching, learning and support for all our pupils.

### **Access Audit**

Cotsford Primary School is accessible to all via the main entrance. All other access would require a portable ramp which is available. Corridors are wide and classroom furniture can be rearranged to meet needs.

We have onsite parking with 1 disabled parking bay immediately outside the entrance and from which the school can be accessed by a dropped kerb.

There is a disabled toilet in the staff corridor and appropriate resources, including a low level sink.

The school has emergency signage and all routes are marked.

**Date of Implementation:** January 2026

Signed \_\_\_\_\_ Head Teacher

Signed \_\_\_\_\_ Governor

Cotsford Primary School  
Accessibility Plan  
January 2026 - January 2029

Equality	Need / Target	Action	Timescale	Resources	Outcome
Premises	Accessible car park	<ul style="list-style-type: none"> <li>Repaint reserved disabled bay</li> <li>Put a sign on the school gates with contact phone number for anyone requiring assistance to enter the school</li> </ul>	As and when it fades 1 year	School maintenance budget	Disabled parking available.
	Ensure all people requiring additional support in response to an emergency evacuation can exit the building safely.	<ul style="list-style-type: none"> <li>Put in place Personal Emergency Evacuation Plans for staff and pupils with difficulties.</li> <li>Sign in entrance porch requesting that any assistance needed during an evacuation are made known to us.</li> </ul>	Annually (September)		All disabled people are safe in the event of a fire / emergency evacuation.
	Ensure that all areas of school building are accessible for all current users and to continue to improve the access of the physical environment for all.	<ul style="list-style-type: none"> <li>H.T. to audit accessibility of school buildings and grounds based on current users (staff, pupils and parents) and report any necessary</li> </ul>	Accessibility audit to be carried out in summer term by HT in preparation for September. Actions as a result of the audit to be	School maintenance budget Capital funding	Physical environment is accessible for all current users.

		<p>adaptions to Governors.</p> <ul style="list-style-type: none"> <li>• SENDCo to liaise with outside agencies e.g. Occupation Therapy to ensure individual pupil access needs are being met.</li> </ul>	<p>planned by the end of summer term.</p> <p>To be reviewed annually or when the needs of users change or a new user comes to the school.</p>		
	<p>Classrooms are optimally organised and appropriate additional equipment is provided to promote the participation and independence of all pupil and adults alike. When applicable.</p>	<p>Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classes according to the need.</p>	<p>Ongoing</p>		<p>Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.</p> <p>Familiarity of classrooms across school.</p> <p>Environment meets all pupils' needs.</p>
	<p>External pathways are even, unbroken and clear of debris.</p>	<p>Caretaker to mend broken and subsided tarmac / concrete as necessary.</p>	<p>Ongoing</p>	<p>School maintenance budget</p>	<p>Pathways do not hinder access to, transfer around and exit from the school.</p>
<p><b>Curriculum</b></p>	<p>Provide pupils with appropriate resources and equipment to aid communication and access the curriculum.</p>	<p>Obtain advice &amp; guidance from Learning Support Services, SALT, Occupational Therapist and SENDCo &amp; plan improvements.</p>	<p>Annually or pupil driven</p>	<p>School Budget &amp; LA services</p>	<p>EHC Plans / Support Plans in place for appropriate children and used to improve provision for children/families and multi-agency working.</p>

	All out of school activities are planned to ensure the participation of the whole range of pupils.	Review out of school provision to ensure compliance with legislation.	As required		Increase in access to all school activities for all pupils.
	All educational visits to be accessible to all.	Ensure each new venue is vetted for appropriateness. Make plans / adaptations for each trip as necessary to ensure that trips are accessible for all.	As required		All pupils in school able to access all educational visits and take part in a range of activities.
	Continue training for teachers and support staff on different aspects of SEND including differentiation when required.	SENDCo to review the needs of children with specific issues, provide all relevant training according to staff needs. CPD will be planned by SLT in response to needs.	As required	CPD Budget	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process and the needs and expertise will change.
	Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided when required.	SENDCo will ensure appropriate testing and reports are provided in order to apply for access arrangements.	As required		All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.
	Provide specialist materials to enable pupils to access the curriculum	Pupils are supported to access all aspects of the curriculum using specialist equipment either	As required	School budget	Pupil's needs are well met

		hired or bought for the specific use of the pupil. Decisions on equipment needs are made with the advice of specialist services and parents/carers.			
	The school community is becoming increasingly diverse.	Continually review the resources available in school to ensure they represent the diversity of the school community.	At least annually	School budget	The school is inclusive and celebrates diversity.
	Parents/carers requiring support to aid children's learning will be given advice and guidance from class teachers.	<ul style="list-style-type: none"> <li>• Parent consultations and interim meetings will be used as a tool to identify areas where parents and carers may require support.</li> <li>• Parent information sessions on a range of curriculum subjects.</li> </ul>	Termly	Time to work with parents and carers	Pupil's needs are well met by both home and school.
<b>Information</b>	SEND Policy, website information and Families Information website to be updated annually.	Documents to be reviewed by the SENDCo in consultation with staff and governors.	March 2026	SENCo time	Staff and governors are aware of new developments.

	Written material will be made available in alternative languages (when needed).	The school will seek to translate key information when it is required.	As required		School information will be available for all.
	Availability of staff to talk to.	SLT to be on the yard at 8.45am and again with teaching staff at home time.	Daily		Staff are available to address any concerns, to share information and to answer queries.
	Ensure all school information is provided in alternative formats as and when required	Ensure all documents have footnote "Alternative formats available on request" Make wider use of DCC services (Communications, Print, Design etc)	As required		Improved access to information
<b>School Community</b>	Staff are trained to meet individual medical needs of pupils where applicable.	Staff complete training on epi-pen use and asthma signs, symptoms and treatments.	Yearly (or sooner if necessary)	School budget	Staff have been trained in the appropriate medical needs that our pupils have.
	Ensure the needs of all new members to our school community can be met.	a) Continue to carry out Nursery visits for new starters to gather all relevant information to ensure their start to school is as smooth as possible b) Continue to immediately	Ongoing for all pupils new to school.	School budget	We have all necessary support in place for pupils starting in Reception. We are properly prepared for pupils joining the school and support their ongoing needs.

		<p>review new pupils on entry to school ensuring their needs can be met.</p> <ul style="list-style-type: none"><li>c) Circulate relevant information to staff through meetings</li><li>d) Refer to EAL Team for those new to the country and /or who have EAL.</li></ul>			
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