

Coton -in-the-Elms CofE Primary School Accessibility Plan

Section 1: Aims

Aims of the Accessibility Plan

Coton in the Elms Primary School is committed to ensuring equality of opportunity for all members of the school community. This Accessibility Plan sets out how the school will increase the accessibility of education for disabled pupils, in line with its duties under the **Equality Act 2010**, and ensure that no child is disadvantaged when accessing teaching, learning, the curriculum, the wider school environment or school life.

The school aims to:

- Increase the extent to which **disabled pupils can participate fully in the curriculum**, including access to teaching, learning, assessment, enrichment activities, educational visits and extra-curricular opportunities.
- Improve the **physical environment** of the school, where reasonable, to ensure that it is accessible to disabled pupils, staff, parents and visitors.
- Improve the availability and delivery of **accessible information**, ensuring that disabled pupils and families can access information in formats appropriate to their needs.
- Promote a culture of **inclusion, respect and high expectations**, where diversity is valued and equality of opportunity is embedded in all aspects of school life.

Coton in the Elms Primary School is committed to providing an environment that enables **full curriculum access** and actively values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs. Accessibility is viewed as a whole-school responsibility, underpinning teaching and learning, policies, procedures and relationships.

Equality Act 2010 and the Definition of Disability

This Accessibility Plan is informed by, and complies with, the **Equality Act 2010**, which replaced previous anti-discrimination legislation and provides a single, consolidated legal framework for equality. The Act places a duty on schools to **anticipate the needs of disabled pupils** and to make reasonable adjustments to remove barriers that may place them at a substantial disadvantage compared to non-disabled pupils.

Under the Equality Act 2010, a person is considered to have a disability if they:

“Have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”

[\[gov.uk\]](https://www.gov.uk)

- *Substantial* means more than minor or trivial.
- *Long-term* means the impairment has lasted, or is likely to last, at least 12 months.
- The definition includes a wide range of physical, sensory, medical and mental health needs, as well as neurodiverse profiles and fluctuating or progressive conditions.

This definition applies to both visible and hidden disabilities and recognises that pupils may experience barriers at different times or in different contexts.

Commitment to Inclusion and Reasonable Adjustments

In line with the Equality Act 2010, Coton in the Elms Primary School is committed to:

- **Proactively identifying and removing barriers** to learning, participation and inclusion.
- Making **reasonable adjustments** to policies, practice, provision and the learning environment to ensure disabled pupils are not placed at a disadvantage.
- Working in **partnership with pupils, parents, staff and external professionals** to identify appropriate support and accessibility arrangements.
- Ensuring accessibility planning is aligned with SEND provision, pupil voice, staff training and school improvement priorities.

The school recognises that accessibility is an **ongoing, anticipatory process**, and this plan will be reviewed regularly to reflect changes in pupil needs, the school environment and statutory guidance.

Section 2: Increasing Access to the Curriculum for Disabled Pupils

Coton in the Elms Primary School is committed to enabling all pupils to access a broad, balanced and ambitious curriculum. The school recognises that barriers to learning may arise for disabled pupils and is proactive in identifying, removing and reducing these barriers through high-quality teaching, reasonable adjustments and inclusive practice.

The school will increase access to the curriculum for disabled pupils by:

- Ensuring **quality-first teaching** that is inclusive, differentiated and responsive to pupils' needs, with reasonable adjustments made within the classroom to support access and participation.
- Planning lessons and learning experiences that take account of the **diverse needs, abilities and learning styles** of pupils, ensuring disabled pupils can engage meaningfully alongside their peers.
- Using a graduated approach to support, informed by assessment, pupil voice and professional advice, to ensure appropriate adaptations, resources and strategies are in place.
- Providing access to **additional adult support, specialist equipment, assistive technology or alternative approaches**, where required, without creating dependency or unnecessary separation from peers.
- Ensuring disabled pupils are able to access **extra-curricular activities, educational visits, school events and wider opportunities**, with reasonable adjustments made to promote full inclusion.
- Supporting staff through **ongoing training and professional development**, particularly in relation to SEND, inclusion, reasonable adjustments and effective deployment of adults.
- Working closely with **parents, carers and external professionals** to ensure curriculum access arrangements are well understood, consistently applied and regularly reviewed.

Curriculum accessibility is monitored through lesson observations, pupil progress reviews, SEND reviews and pupil voice, to ensure that disabled pupils are making progress and are fully included in school life.

Section 3: Improving the Physical Environment of the School

The school recognises that the physical environment can present barriers to access and participation for disabled pupils, staff and visitors. While acknowledging that the school site may have limitations, Coton in the Elms Primary School is committed to improving accessibility where reasonable and practicable.

The school will seek to improve the physical environment by:

- Reviewing the school site regularly to identify **physical barriers** that may affect access, movement, safety or independence for disabled pupils and adults.
- Ensuring classrooms, corridors, shared areas and outdoor spaces are **organised and adapted**, where possible, to support safe and independent access.
- Considering accessibility requirements when planning **refurbishment, maintenance or development work**, ensuring reasonable adjustments are incorporated at the earliest stage.
- Providing appropriate **furniture, seating, lighting, acoustic support and sensory considerations** to support pupils with physical, sensory or neurodiverse needs.
- Ensuring emergency procedures and health and safety arrangements take account of the needs of disabled pupils and adults, including **personal emergency evacuation plans (PEEPs)** where required.
- Liaising with the local authority and specialist services where more significant adaptations or support are required.

The school takes an anticipatory approach, recognising that accessibility needs may change over time and that planning should reflect both current and future pupil cohorts.

Section 4: Improving the Delivery of Information to Disabled Pupils and Parents

Coton in the Elms Primary School is committed to ensuring that information is accessible to all members of the school community. The school recognises that communication barriers can prevent disabled pupils and parents from fully engaging with education and school life.

The school will improve the delivery of information by:

- Providing written and digital information in **alternative or adapted formats** where required, including simplified language, enlarged text, visual supports or other formats appropriate to individual needs.
- Using a range of communication methods, including **verbal explanations, visuals, symbols and technology**, to support understanding for pupils with communication, sensory or learning needs.
- Ensuring key information related to learning, homework, behaviour, attendance and support is **clearly communicated and accessible** to disabled pupils and their families.
- Supporting pupils to understand information shared with them, using **pre-teaching, repetition or visual prompts** where appropriate.
- Working with parents and carers to identify **preferred communication methods** and to remove barriers to engagement, particularly for families of pupils with SEND or disabilities.
- Reviewing school communication regularly to ensure it reflects good practice in accessibility and inclusion.

The school recognises that effective communication is central to partnership working and pupil success and is committed to continuous improvement in this area.

Review and Monitoring

This Accessibility Plan will be monitored and reviewed regularly by the governing body and senior leadership team to ensure it remains effective, compliant with statutory duties and responsive to the needs of the school community

Improving access to the curriculum for pupils with a disability

Aim	Strategy	Intended Outcome	Responsibility	Time frame
Increase access to the curriculum for pupils with a disability.	Deliver consistently high-quality inclusive teaching (Quality First Teaching). CPD for staff on the Graduated Response and toolkit for inclusive practice. ISAT to complete. SENCo to monitor. Use SEND Passports and IEPs to identify and remove barriers. Complete a sensory audit to highlight needs for specific children. Seek advice from external specialists where required. Staff to use Pupil Voice CPD strategies.	Pupils with disabilities access the full curriculum. Improved engagement, independence and progress. Increased staff confidence in inclusive practice.	Class Teacher SENCo SLT	Ongoing – reviewed termly and annually P.J to deliver AET Progression Framework training to staff May 2026
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	Review all school provision to ensure compliance with legislation. Ensure all risk assessments are completed before out of school activities. Ensure appropriate plans are in place if transport to events is needed.	Improved access to learning for all pupils. Pupils demonstrate learning in a range of accessible formats.	Class Teacher SENCo	Reviewed as and when necessary
Make greater use of technology to support learning for all learners.	Increase use of assistive technology such as laptops, tablets and dictation tools. Use technology to remove barriers linked to literacy, processing or physical needs. Embed digital tools to support adaptive teaching and accessibility. Provide guidance and training for staff. Ensure audit of technology is completed to support this.	Improved access to learning for all pupils. Pupils demonstrate learning in a range of accessible formats. Increased independence and reduced reliance on adult support.	Class Teacher SENCo Curriculum Leads	12–24 months with termly evaluation

	CDP Completed ICT Mr P on Inset day			
To develop a range of learning resources that are accessible for children with different disabilities.	Subject leaders to audit and review resources to support the learning of all. Ensure all teachers are incorporating Quality First Teaching into all planning and following the Graduated Response to highlight and identify additional needs.	Pupils have access to Wobble cushions, fidget toys, recently purchased Widgit, slanted writing boards, ear defenders, coloured overlays, pencil grips, chew toppers, chair bands, Colourful Semantics, resources for Visual Impairment	Class Teacher SENCo Curriculum Leads Specialists as and when necessary (S&L therapists, Occupational Health)	Monitored and reviewed termly
Develop and enhance emotional wellbeing and resilience provision.	Introduce and embed Zones of Regulation across the school. Access Compass Changing Lives support. Ranging from one to one session, whole class groups, parent coffee mornings and parent support groups. Provide Nurture provision and nurture-based approaches. Use Bushcraft and outdoor learning to build resilience. Train staff to identify and support mental health needs. Raise the profile of wellbeing and mental health for our school. Compile a Mental Health and Wellbeing audit for the school and action plan. Develop Reading for Empathy throughout the school.	Improved emotional literacy and self-regulation. Enhanced wellbeing and readiness for learning. Appropriate support for pupils with mental health needs. Pupils will be better equipped to support their peers.	SENCo Class Teachers Pastoral support Lead	Implement within the year with ongoing support

Improving and maintaining access to the physical environment.

Aim	Strategy	Intended Outcome	Responsibility	Time frame
Continue to plan for disabled access throughout the school.	Regularly review physical access and site accessibility. Make reasonable adjustments in response to pupil need.	Improved physical access and safety. Barriers identified and addressed proactively.	SLT Site Manager	Annual review

	Ensure risk assessments include access considerations.		Class Teacher as appropriate	
	Include accessibility in all future building and site planning.			

Improving Communication and Information Sharing

Aim	Strategy	Intended Outcome	Responsibility	Time frame
Ensure information is available in alternative formats when requested.	Provide information in accessible formats such as large print or digital versions when requested. Ensure staff understand procedures for providing accessible information. Review communication systems for inclusivity.	Parents and pupils can access school information fully. Stronger communication and partnership with families.	Head SENCo Class Teacher Office staff	Ongoing
Make available school brochures, school newsletters and other information for parents in alternative formats when requested. (translated documents where possible)	Review all current school publications and promote the availability in different formats when requested. Support given to parents to complete referrals and paperwork where necessary.	All school information is accessible to families as needed.	Head SENCo Office staff	Ongoing

Signed by

This plan will be reviewed every 3 years.

SEND Governor _____

Date:

Headteacher _____

Date:

SENCO _____

Date: