

Coulsdon C of E Primary School



Accessibility Policy and Plan

The ethos of this school is to enable every child to learn and develop in a Christian environment. We ask all parents of whatever faith applying for a place here to recognise and support this ethos and its importance to the school.

Together, growing in mind, body and spirit

*Approved January 2024
Next Review January 2027
or sooner if required*

1. Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools have to carry out accessibility planning for disabled pupils.

2. Aims of the plan

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. Coverage of the Accessibility Plan

Coulsdon C of E Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve 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 education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

4. Information gathering

The following information was considered when formulating the plan:

- The nature of the school population
- The nature of the school, including a consideration of the impact of the school's existing plans and priorities
- Pupils already in the school and moving through it
- The nature of future intake
- The level of staff awareness of Equalities legislation
- The presence of disabled pupils and their participation in the life of the school
- The impact on disabled pupils of the way in which the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning
- The physical environment of the school

- The curriculum
- The ways in which information is currently provided for disabled pupils
- Outcomes for disabled pupils including end of key stage results and achievements in extracurricular activities

5. Action Plans

Attached are Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness training for staff and Governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. Accessibility Plan links to other documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality Policy
- Health and Safety Policy
- SEND Policy
- School Development Plan

The Action Plan for physical accessibility relates to the Access Audit of the school. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Information about the Accessibility Plan will be published on the school website.

The Plan will be monitored by the Governors and the School's Leadership team.

Coulston C of E Primary School Accessibility Plan 2024 - 2027

Improving Physical Access

| <u>Objective</u> | <u>Action</u> | <u>Personnel</u> | <u>Timescale</u> | <u>Impact</u> |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------|-----------------------------------------------------------------------|
| Review all areas within the school for equality of access. | Review access around the school to ensure that there is equality of access for our pupils and staff. | Caretaker/SE NCO DFC funds | Ongoing | All children and staff have accessibility to all areas of the school. |
| Ensure entrances are safe and accessible for the school community. | Replace/repair the ramp leading to the Year6 classroom. | Caretaker and DFC funds | July 2026 | All steps/ramps are in good condition. |

Improving Curriculum Access

| <u>Objective</u> | <u>Action</u> | <u>Personnel</u> | <u>Timescale</u> | <u>Impact</u> |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------|---------------------------------------------------------------------------------------------------|
| | | | | |
| Make school neurodiverse friendly. | Declutter the environment. Back all boards in the same pastel shade. | SENCo/SLT/Teachers/TAs/Caretaker | Jan 2026 | All children can focus more easily. School environment conducive to learning. |
| Classrooms are optimally organised and equipped to promote the participation and independence of all pupils. | Review the layout of furniture and accessibility of equipment to further independent teaching and learning in classrooms. | SENCO/ Leadership Team | Ongoing | Children have easy access to appropriate equipment to support their learning. |
| Medical needs of children are known and specialist training provided where necessary. | Provide training for staff in administration of specific medicines, for example, asthma, Epipens, epilepsy treatment. | SENCO/ Leadership team | Ongoing | Staff have required knowledge to support children with medical needs within the school community. |