

# Accessibility plan

Coldfall Primary School



**Approved by:**

Draft plan: Awaiting  
ratification by the  
Governing Body.

**Date:**

**Last reviewed on:**

**Next review due by:**

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Action plan .....	3
4. Monitoring arrangements .....	5
5. Links with other policies .....	5

---

### 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

At Coldfall we believe that equality cannot exist without considering equity. Considering a child's individual needs and catering for them accordingly is paramount to achieving this, rather than providing the same offer to all. This may result in the school making reasonable adjustments to accommodate a child's disability.

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. This includes the Language and Autism Team, Educational Psychology Service, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Hearing impairment Team and any other body involved in the care of a child with a disability.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

### 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a adapted curriculum for all pupils</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	Curriculum resources and literature will include examples of people with disabilities	<ul style="list-style-type: none"> <li>• Staff training.</li> <li>• Monitoring of planning and classroom observations.</li> <li>• Source appropriate literature.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo</li> <li>• Senior Leadership Team.</li> </ul>	July 2024	Children recognise and appreciate diversity within our society without prejudice.	
		We use resources tailored to the needs of pupils who require support to access the curriculum	<ul style="list-style-type: none"> <li>• Research technology and equipment which will enable better access to the curriculum for those with disabilities.</li> <li>• Purchase as appropriate to needs within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo</li> </ul>	July 2024	Children are not hindered by their disabilities in accessing the curriculum.	

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bay available for visitors/teachers</li> <li>• Disabled toilets and changing facilities</li> <li>• Handrails and doors which open outwards in toilets</li> </ul>		Disabled parking bay available for use by parents.	Liaise with Haringey council to see if this is possible. If it is not, consider giving access to the car park disabled space.	Site manager/SBM	December 2023	Parents who are disabled, or who have disabled children are able to park close to the school entrance.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Pictorial or symbolic representations</li> <li>• Large print resources</li> </ul>		Support staff to be trained as appropriate to meet their needs	Source and arrange for delivery of training.	SENCo	July 2024	Teaching Assistants are able to use both Makaton and PECS effectively, so as to enable more effective communication with non-verbal children.

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body and Head Teacher.

## **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
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy