



Coundon Primary School

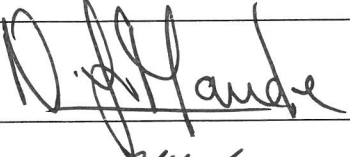

Together Everyone Achieves More



Accessibility Policy

February

2025

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Last Updated/Reviewed	February 2025
Scheduled Review Date	February 2028 – Unless a request or reason to change
Head Teacher's Signature/Date	
Chair of Governor's Signature/Date	 27/2/25

Accessibility Policy and Accessibility Plan

Coundon Primary School aims to treat all stakeholders including pupils, parents, staff, governors and other members of the school community favourably and, where possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. Coundon Primary aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage thus allowing them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through questionnaires and parental discussions.

The Purpose of the Plan

The purpose of the Accessibility Plan is to show how Coundon Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Accessibility Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

What will the Accessibility Plan do?

1. The Accessibility Plan is structured to complement and support the school's SEND Policy.
2. Coundon Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. The Coundon Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to

accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

a) Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school activities and school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe and budget.

b) Improve and maintain 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 access education within a reasonable timeframe.

c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

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

- * Relationships Policy
- * Health and Safety Policy
- * SEND Policy
- * School Improvement Plan

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through Governing Body Committees and reported to the Full Governing Body.



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Accessibility Plan

February 2025 – February 2028

TARGET	STRATEGIES	OUTCOME	TIMEFRAME
Equality and Inclusion			
To ensure that the Accessibility Plan becomes an annual item at the FGB Meetings.	Clerk to Governors to add to list for FGB Meetings.	Adherence to legislation.	Annually.
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	Annual updates.
To ensure that all policies consider the implications of disability access.	Consider during review of policies. Staff responsible to ensure that equality and disability is identified within each school policy.	Policies reflect current legislation	Annually as policies are reviewed by subject leaders/SLT and governors.
To keep up-to-date regarding changes and recommendations regarding disability, equality and accessibility guidelines.	SLT to share updates from meetings and amend policies as required.	School is in line with statutory guidance and good practice.	Termly as updates are received.
To ensure that all parents who may have a disability can access school events and information.	School website to ask those who require it to speak to the school office about receiving large scale print for reports/newsletters etc. Parents of Year 6 children to be made aware the first floor does have lift access which can be made available if required.	All parents are able to fully engage with the life of the school. All communication can be accessed by all parents.	Office to remind all parents on the Friday Focus before all parent evenings and events.

Physical Environment			
Continually monitor the school grounds and buildings to ensure accessibility for all children and adults.	Audit of accessibility of school grounds and buildings to be undertaken as part of the Health and Safety Site Inspection and any actions arising implemented as budget allows or needs arise.	Any identified requirements will be implemented as soon as is reasonably possible with regard to budget.	Termly checks to be carried out with the Health and Safety Site Inspection. Annual review of building accessibility
Consider advice on accessibility linked to any new pupils who may have a disability.	SENCO and Headteacher to ensure the needs of all new intake children are highlighted and taken into account before transition.	All children can access the school building.	Annually in June/July and as required throughout the year.
Ensure that the fire bells are audible throughout school and that children, staff and visitors with hearing impairments can respond quickly to the alarm.	SSO to test the fire alarm weekly. Termly fire drills to ensure all can hear and respond to the fire alarm. PEEP's to be in place for any children or staff with known hearing impairments.	Fire alarm is clear and audible for all children and staff. Children and staff with hearing impairments can evacuate the building quickly and safely.	SSO to test fire alarm weekly. Termly fire drills to ensure procedures are in line with safety guidelines.
Consider known children and staff in school who may require help leaving the building in the event of any fire alarm activation.	PEEPs in place for children and staff who may require assistance leaving the building in the event of any fire alarm activation.	All children and staff are able to leave the building quickly and safely, along with their peers.	PEEP's to be reviewed annually or as required.
Curriculum			
To ensure any hearing or visually impaired child has full access to the curriculum.	New class teachers to access training if required. School to liaise with hearing/visual professionals and take advice. School to acquire appropriate resources.	Child can access learning in line with their peers. Class teacher is aware of needs and is able to provide an appropriate curriculum.	Training for staff, if required. Review as necessary.
Train staff to enable them to meet the needs of children with a range of special educational needs.	SENCO to review the needs of children and provide training for staff as needed. High quality training from external professionals when necessary.	Staff are able to enable all children to access the curriculum.	On-going – as required.

Medical				
Access training if a child presents with medical needs – Care Plan to be put in place.	School to ensure appropriate training is received by staff to deal with children in their care who have a medical need.	Procedures are clear and staff are confident in supporting children's medical needs.	On-going – as required.	
Training for staff on anaphylaxis, epilepsy, diabetes and asthma.	School to ensure staff are trained appropriate to deal with anaphylaxis, epilepsy, diabetes and asthma.	Procedures are clear and staff are confident in supporting children's medical needs.	Annual update for all staff and specific training for individual staff as required.	

