



Cotgrave Candleby Lane School

Accessibility Plan

Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Vision.....	3
4. Monitoring arrangements.....	9
5. Links with other policies.....	9
Appendix 1: Accessibility audit.....	10
Appendix 2: Care needs and safety issues.....	12

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. Cotgrave Candleby Lane School is a Mainstream Primary School, which caters for a wide range of needs. This includes pupils with identified special educational needs, and those who have a specific medical need or disability. Our values underpin everything that we do whilst helping all of our children to achieve the best that they can in all areas of their learning.

The strengths of this school owe to the attention to detail applied to enabling every child to fulfil their potential. Staff's knowledge of the children, their backgrounds, needs and individual journeys enables a personalised approach to learning stretching beyond the classroom. Inclusion at Cotgrave Candleby Lane School is always a priority and bespoke provision is planned for and provided to ensure that the needs of all our children are met in line with the principles outlined in our SEND policy. 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. Vision

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Access to the curriculum

Our aims are to:

- Enable access to the curriculum for pupils with a disability
- Maintain access to the physical environment
- Enable all children to access information
- Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.
- Create effective learning environments for all pupils.
- Enable access to all provision
- Ensure that information about the needs of pupils is shared effectively throughout school.
- To make information on the schools SEN policy and local offer accessible for parents.

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Enable access to the curriculum for pupils with a disability</p>	<p>Additional adult support</p> <ul style="list-style-type: none"> • where appropriate to meet the diverse needs of pupils with medical conditions. • Staff receive appropriate training as appropriate to legislation and need. • Strong partnership with parents is part of the schools ethos, to ensure children attend and achieve in school. • Strong celebration culture around diversity and difference is embedded into the curriculum • ICT equipment is available for pupils with additional needs. • Reasonable adjustments are made to ensure inclusivity where ever possible. • Alternatives are in place for Emergency evacuations. 	<ul style="list-style-type: none"> • All children will attend regularly. • Equality for all - safe happy valued children. • Enjoyment and empowered to learn. • Inclusive technology adopted. • Additional funding in place • Specialist equipment used to support individual pupils. • Children achieve age related expectations/ make good progress. 	<ul style="list-style-type: none"> • Staff CPD where appropriate. • Medical plans in place and updated. • Continue to monitor the use of ICT by pupils with needs and provide additional support where necessary. • Educational visits/ school events to be planned with inclusivity in mind. • PE specialists aware of pupils with additional needs. 	<p>SEND/ Pastoral Team</p>	<p>Ongoing- termly moderation</p>	<ul style="list-style-type: none"> • Good attendance • Children have equal access to curriculum and facilities. • Children feel valued and a celebrated member of the school community. <p>Children can access all areas of the curriculum.</p>

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • The environment is adapted to the needs of pupils as required. • The school is on one level with ramp access to the annex. • Disabled pupils/families have access arrangements for the main entrance, vehicle access and parking. • Outside areas are accessible for all. • The school's corridors width is adequate and accessible. • Library shelves at wheelchair-accessible height • The school has suitable disabled toilets and changing facilities. 	<ul style="list-style-type: none"> • Ensure that equal access is in place on the site. • Potential barriers for children, staff and parents are removed where possible. 	<ul style="list-style-type: none"> • Continue to speak to pupils, parents and staff about access arrangements. • Adaptations made on a needs basis. • Parking bays to be checked daily • Daily checks of communal areas to be carried out- corridors/ toilets/changing areas. 	<p>The SEND Team Site Staff</p>	<p>Daily checks, also as appropriate</p>	<ul style="list-style-type: none"> • No barriers to hinder physical access to site. • Partnership with parents is evident. • Staff, pupils and parents feel empowered. • Communal areas are accessible • Parking bays remain free and easily accessible.
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Different formats of information available on request e.g. larger font. • A range of options available for information sharing- printed/electronic • Support on request to access information. • Internal signage is displayed throughout of the school. • Pictorial or symbolic representations are used for pupils where appropriate. 	<ul style="list-style-type: none"> • Make parents aware that information can be made available in different formats. • Ensure that options are available for parents. • The school's culture is to support parents and they feel able to access this. • Pupils who require a Pictorial or symbolic have access to this on a daily basis 	<ul style="list-style-type: none"> • On request-letters to be available in large print, on coloured paper. • Office/ SEND team to support parents with accessing information when required e.g. support with reading information/completing forms. • The school has the most up to date pictorial or symbolic packages in place. 	<p>Office Staff SEND Team</p>	<p>As necessary</p>	<ul style="list-style-type: none"> • All pupils and parents can access information • Parents feel that the school's culture and ethos is strong. • Internal signage supports accessibility around the school. • Children have the necessary pictorial or symbolic package to enable them to make progress.
<p>Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.</p>	<ul style="list-style-type: none"> • Children are identified and offered specific interventions to meet their need. • Close liaison with health professionals. • Interventions possibilities identified. • Individual physio programs supported. 	<ul style="list-style-type: none"> • Delivery of specific physical/ mobility packages • School to work closely with outside agencies to ensure individual bespoke packages can be delivered. • Liaison with agencies to ensure equipment that is 	<ul style="list-style-type: none"> • Baselines and progress to be monitored. • New equipment identified and purchased. • Equipment is checked for safety and suitability. • Staff training on a needs basis. • Fine/ gross motor interventions provided. 	<p>SEND Team</p>	<p>Weekly Start and end of intervention.</p>	<ul style="list-style-type: none"> • Pupils receive an intervention to meet their area of need. • Impact on the progress of children within all areas of the curriculum. • Staff are well informed and have the correct knowledge and

		required is available.				<p>skills to complete their roles with confidence.</p> <ul style="list-style-type: none"> • Staff are supported with in their roles. • Equipment is accessible and safe to use.
Create effective learning environments for all pupils.	<ul style="list-style-type: none"> • Staff are aware of children who have been identified as having a learning difference or specific needs. • The learning environment underpins positive relationships. • The children feel valued. • The environment is a safe place. 	<ul style="list-style-type: none"> • Investigate pupil's learning preferences. • Seek advice relating to learning needs. • Continue to screen and investigate pupil preferences. 	<ul style="list-style-type: none"> • Ensure consistent use of dyslexia-friendly resources throughout school. • Ensure that staff are aware that white on black background can cause issues for certain children. • CPD for staff is identified and provided. 	SEND Team	Ongoing	<ul style="list-style-type: none"> • Learning differences are identified. • Progress is made be children in both academic and pastoral areas. • Soft data supports pastoral progress.
Identify provision for pupils identified as having diagnosis.	<ul style="list-style-type: none"> • Staff are aware of children who have a diagnosis • Understanding of their unique needs are implemented. 	<ul style="list-style-type: none"> • Ensure that provision is in place to meet the needs of children with a diagnosis that requires support. • Funding applied for where necessary. • Liaison with health professions. • Strategies/ tool-kits and criteria shared. 	<ul style="list-style-type: none"> • CPD training events provided and encouraged for all staff. • Provision is identified for pupils with a diagnosis • Support is accessed through SFSS (School and family specialist services) • School to access frameworks and Tool kits. 	SEND Team	As appropriate	<ul style="list-style-type: none"> • Children with a diagnosis form part of the school and function well within their environments. • Progress is made. • Staff will have the appropriate training to enable them to meet the needs of all

		<ul style="list-style-type: none"> Sensory audits completed. 	<ul style="list-style-type: none"> Sensory audits to inform practice. 			<ul style="list-style-type: none"> children, especially those with a diagnosis. Staff will feel empowered to use strategies and information to support the chn they work with. Funding will enable the school to provide bespoke packages and support.
<p>Ensure that information about the needs of pupils is shared effectively throughout school.</p>	<ul style="list-style-type: none"> Formal and informal meetings with all members of staff that work with named children. Regular email contact between class teachers, TAs and the SENCO team. Transition notes from previous class teacher regarding all pupils. Information sent from school to school regarding pupils that transfer. Medical details accessible by all staff. 	<ul style="list-style-type: none"> Develop and extend the use of pupil profiles to record and share information about children identified as having a SEN, disability or specific medical needs. 	<ul style="list-style-type: none"> Continue to use SEND support plans as a method of passing information regarding SEN, disabilities and the medical needs of pupils to all members of staff (including middays and before/after school staff) To update disability list termly (in line with the SEN register) and share this information with all staff Health Care Plans updated (or when any significant changes occur) for pupils with medical needs 	SEND Team	Termly	<ul style="list-style-type: none"> All staff will have the relevant knowledge to meet the needs of the chn.

			<ul style="list-style-type: none"> • Health Care Plans shared with relevant staff and displayed in the identified place. 			
<p>To make information on the schools SEND policy and local offer accessible for parents.</p>	<ul style="list-style-type: none"> • Information on the schools SEND provision available- school web site/ Notts help yourself. 	<ul style="list-style-type: none"> • To ensure the relevant updates are made to policies and parents can access these. • To ensure new parents are signposted to the relevant area of the website. 	<ul style="list-style-type: none"> • To update the SEN policy annually and provide opportunities to discuss this with parent on request. • Publish the school's local offer on the school website and Nottinghamshire LA local offer website • Policies and SEND information are updated and posted on the school's website. 	SEND Team	Annually	<ul style="list-style-type: none"> • SEND information is accessible.

4. Monitoring arrangements

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

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

Appendix 1: Accessibility audit

Access audit

- Increase site access to meet the diverse needs of pupils, staff, parents, community users and visitors.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One story for the children Separate annex for children Upper floor annex for staff only access.	Disabled pupils to know where safety refuge is in event of FIRE or SITE Evacuation.	Site manager	As new pupils arrive Annual
Corridor access	Corridor access that leads to all classrooms. These being wide enough for disable access.	Corridors are kept accessible and checked daily	Site manager All staff	Daily
Lifts	N/A			
Parking bays	Disabled parking bays are situated to the side of the building close to the main entrance.	Ensure staff and visitors do not use these and they are kept clear for Blue Badge Holders.	Site manager	Daily
Entrances	The main entrance is accessible via the front of the school and leads straight to the main reception. There is a staff entrance at the side of the building.	Ensure the main entrance is accessible and the automatic doors are in working order.	Site manager	Daily
Ramps	From the main front gate there is a ramp that leads to the main entrance and continues around the school building.	Ensure these are kept clear.	Site manager	Daily

	<p>The annex is accessible via a ramp.</p> <p>The top playground can also be accessed via the top path.</p>	<p>Identify external routes for wheel chair users to access all parts of the building.</p> <p>Maintenance is carried out.</p>		
Toilets	<p>The main building has 2 disabled accessible toilets with a further one in the annex.</p>	<p>To ensure that disabled toilet facilities are in working order and accessible.</p>	Site manager	Daily
Internal signage	<p>The main building and annex has the correct health and safety signage</p>	<p>Ensure in good repair and updates as necessary Covid 19 guidelines to be followed and signage changed accordingly</p>	Site manager	Daily
Alarms	<p>The emergency alarms for fire evacuation and internal/ external lock down are in working order and staff are aware of the difference.</p>	<p>Alarms are tested weekly and the staff and children are aware of the different sounds for fire and lock down.</p>	Site manager	Weekly
Emergency escape routes	<p>All emergency exits are apparent and the staff and children are aware of the escape routes.</p>	<p>Annual Fire Safety Check</p>	Site manager All Staff	

Appendix 2: Care needs and safety issues

- To ensure safe evacuation of pupils and staff.
- Pupil's personal care needs are adhered to appropriately.
- Increase diabetes awareness.
- To ensure medication is administered.
- Specific needs/ diagnosis is identified.

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
To ensure safe evacuation of pupils and staff	<ul style="list-style-type: none"> • Evacuation plans are in place • Fire, • Internal/ external lock downs • Site evacuations. • All staff and children are aware and familiar with procedures. 	<ul style="list-style-type: none"> • Review Personal Emergency Evacuation Plans (PEEPs) annually and ensure they are copied to relevant staff (including fire safety officers) • Fire and lock down plans are practiced termly. • Site evacuations are discussed with the children. • New staff informed. 	Headteacher All staff	Annual Termly
Pupil's personal care needs are adhered to appropriately	<ul style="list-style-type: none"> • Personal care requirements are highlighted and reviewed regularly and the relevant staff have appropriate training to meet these needs. 	<ul style="list-style-type: none"> • Showers are to be risk assessed for Legionella disease and cleaned. • Relevant staff to receive training on safe changing and intimate personal care needs. • Children are highlighted as having a need. • Health care plans are put into place. 	Site Manager Inclusion team	Every 3 months As new pupils arrive Termly

		<ul style="list-style-type: none"> Regular liaison with parents is in place. 		
Increase diabetes awareness.	<ul style="list-style-type: none"> All children with diabetes are highlighted and their needs administered. 	<ul style="list-style-type: none"> Relevant staff to be trained on safe administration of insulin and procedures pertinent to named children 	Inclusion team	As new pupils arrive
To ensure medication is administered.	<ul style="list-style-type: none"> The medical needs of all children are highlighted and staff made aware. 	<ul style="list-style-type: none"> Medication and any relevant equipment such as sharp bins are contained securely within a designated area. 	Inclusion Team	As new pupils arrive
Specific needs/ diagnosis is identified.	<ul style="list-style-type: none"> Children who have a medical diagnosis/ need are identified and plans are put into place to need their needs 	<ul style="list-style-type: none"> Children are highlighted as having a need. Health care plans are put into place. Regular liaison with parents is in place. 	SENCO	As new pupils arrive Termly Daily