Cold Norton Primary School

Accessibility plan

Approved by:	Governing Body	**Date:** Spring Term 2021
Last reviewed on:	Spring 2021	
Next review due by:	Spring 2024	

Contents

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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 Cold Norton Primary School we want all children to enjoy school and to be able to achieve the highest of standards. We are committed to removing any barriers that may prevent them reaching their full potential. We do this by taking account of pupils' varied backgrounds, abilities and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We also aim to make the school a welcoming and safe place for staff, volunteers and visitors so that no-one is prevented from taking part in school life due to a disability or social need.

This plan aims to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning. This plan also shows how Cold Norton Primary School intends, over time, to increase the accessibility of our school for those with other barriers to accessing all aspects of school life.

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.

Cold Norton Primary School is maintained by Essex County Council (ECC). 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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

Contextual Information

Cold Norton Primary School was initially constructed in 1914 and has had many extensions to the original two classrooms, creating internal steps. The single-storey main building houses the offices and staffroom, main hall, libraries, ICT suite, conservatory and classrooms. There is one demountable classroom, accessed via the main playground.

Cold Norton school is served by three ramps for wheelchair access: one to the main entrance, one to the Reception classroom and one to the rear of the school via the car park. An accessible disabled toilet with wheelchair-level fittings and grab rails is situated off the Year 4/5 classroom.

Areas	Features
Main building	The main building is uniquely characterised by the classrooms leading through to the adjoining classroom, without corridors. There are steps within the main building: • in the KS1 library joining the Year 2 room with the Reception room and Year 1 classrooms • in the KS2 library between the KS2 classrooms and the hall • at the ICT suite exit into KS1 passageway/cloakroom Flat/ramp exits: Reception classroom exits to outside via a ramp; Year 1 exits via Reception; Year 2 exits via the KS2 classrooms and conservatory; KS2 rooms exit via conservatory; demountable classroom exits via ramp. Space within some classrooms is limited and might prove difficult to move around for wheelchair users e.g. Year 2 classroom; Edwardian classrooms. A disabled toilet is situated off the Y4/5 room. KS1 passageway/cloakroom from Year 1 room to hall is narrow and partially blocked by hanging coats and bags – difficult access for wheelchairs. Entrance into hall from car park via path with incline. Entrance into office lobby via ramp or steps.
Demountable Classroom Year 6	Access to classroom entrance is via a ramp or steps. There is a disabled toilet. Back door Fire Exit is via a deep step.
Main Playground	Accessible via conservatory and via Reception classroom
Middle Courts	Tarmac ramp
Grass Field Area	Accessible via middle courts - grassed areas may not be suitable for wheelchairs in muddy conditions
Entrance Paths	Narrow gate leading onto narrow public footpath School forecourt has incline.

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.
Specific provisions will be considered when individual needs are known. The school's Improvement planning process is the vehicle for considering such needs on an annual basis.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Pupils with disabilities should as far as possible have access to the full and broad curriculum Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops.	Assessment of a child's needs is carried out within the terms of the school's SEND Policy and guidelines on assessing children who may have Special Educational Needs or Disabilities. A One Plan or Education Health and Care Plan (EHCP) or Individual Health Care Plan (IHCP) identifies specific needs and agreed actions. Support from specialists/paediatricians/consultants Technological enhancements - induction loops, ICT (hardware and software) Adaptation of teaching materials Provision of additional classroom support Specialised training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties The suitability of any event and/or the need for additional support discussed with parents/carers in advance. Arrangements for play and other aspects of social development are incorporated into a child's One Plan, EHCP or IHCP.	The plans will be reviewed on a termly basis by the SENCo in conjunction with the child, parents/carers, staff and other professionals if appropriate.	SENCo in conjunction with the parents/carers, staff and other professionals if appropriate.	Pupils are enabled to participate fully in the broader curriculum and life of the school, including sports, extra-curricular activities, school clubs and offsite activities/visits.
Support is sought for pupils with English as an Additional Language (EAL) to access the learning	The school works with the Essex CC which provides advice, guidance and information on a range of effective strategies, approaches and good practice that may be appropriate.	As required	SENCo and HT	Pupils with EAL are supported by using a range of approaches and teaching resources.

Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI units at the LA with regard to the needs of visually- and hearing-impaired pupils	As required	SENCo and ICT SL	Hardware and software available to meet the needs of all children as appropriate
Ensure appropriate staff are trained in manual handling techniques	Identify staff for training and provide training	As required	SENCo	Pupils are safe while being lifted/moved
Ensure all appropriate staff are trained in administration of medicines/special feeds/specific first aid techniques	Identify staff for training and provide training	As required	SENCo to contact relevant persons e.g. School Nurse	Pupils are able to participate fully and safely in school life despite needing medication/having risks related to health conditions
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors Improve and maintain access to the physical environment	To create access plans for individual disabled pupils as part of the planning process when required Survey staff & governor access needs and meet as appropriate Find out the access needs of parents/carers through newsletter Consider access needs during recruitment process	As required At induction and ongoing if required Annually Recruitment process	SENCo Headteacher	Plans in place for disabled pupils and all staff aware of pupils needs All staff & governors feel confident their needs are met All parents have full access to all school activities Access issues do not influence recruitment and retention
Layout of school allows access for all individuals to all areas	Organise classrooms, including furniture and equipment layout, to promote learning participation of all pupils Consider use of playgrounds to promote social inclusion of all pupils at lunch- and play times Consider needs of disabled pupils, parents/carers, staff or visitors when considering any redesign	As required	Staff / Headteacher/ Governors	Buildings are usable by all

Ensure clear and easy access to reception area to all	Ramp access to front door – door not easy to open. Improve access to reception area during any re-design Develop system to allow entry for wheel chair users. Consider improvements to front signage & step markings for visually impaired people	Basic access currently Consider in any new development	Headteacher/ Governors	All visitors, including those with mobility difficulties, feel safe & welcome
Ensure all individuals can be safely evacuated	Make sure all areas of school with wheelchair access have safely accessible emergency exits Identify any children or adults needing a Personal Emergency Evacuation Plan (PEEP) (anyone requiring assistance to leave the premises in an emergency situation) and put in place appropriate PEEP Ensure all staff are aware of their PEEP responsibilities	As required for newly joining and/or new disability needs - pupils and staff	Headteacher/ Office Manager/ SENCo	All individuals are safe in the event of an emergency
Review school information available for parents/carers to ensure it is accessible through use of large print, appropriate language, symbols, alternative formats, etc	Provide information and letters in suitable font, ink and paper colour, using plain English Provide support for parents to access information in suitable format and to complete school forms Provide support for website users to obtain downloadable documents in suitable formats	Ongoing	School Office	All parents understand key school information and know where to obtain documents in alternative formats or help in accessing & completing documents

Ensure website remains compliant with Web Accessibility Code of practice	School works with recognised provider to ensure compliance	Ongoing	ICT SL/ Headteacher	School complies with Essex Accessibility Strategy for Schools (see Appendix 1)
Improve the delivery of in-school information in an appropriate format	Provide suitably formatted documents/books for pupils, staff, volunteers & visitors with a visual impairment or other need, such as dyslexia	As required	SENCo &Class Teachers Office staff	All children and adults can access printed materials in school
One Plans/EHCP Annual Review information to be as accessible as possible	Develop and use child and family-friendly One Plan review formats	On-going	SENCo	Pupils and parents/carers feel included in the One Plan review process
Provide information in other languages, where possible, for pupils who have ESL	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCo	All parents/carers can confidently take part in and support their child's education

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.

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 and disability (SEND) policy and information report

> Supporting pupils with medical conditions policy

> Wellbeing Policy

> Behaviour and Discipline Policy

> School Prospectus