



Accessibility Plan 2019 - 2022
Cockfield CEVC Primary School

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Revised 2013, 2014 and updated 2018.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an 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.
2. Cockfield CEVC Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act. 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 and make reasonable adjustments to 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 time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. 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.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

7. Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.

8. The School's complaints procedure covers the Accessibility Plan.

9. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

10. The Plan will be monitored by Ofsted as part of their inspection cycle.

11. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Objectives	Actions	Timescale	Monitoring: Who? How?
<p>PSHE - Plan and deliver the new RSE curriculum. This should be accessible to all. Children cannot be removed</p> <p>Meet the aims and deliver objectives around mental health and wellbeing across the school.</p>	<p>RSE parent consultation process and RSE policy to be written and ratified.</p> <p>Identify suitable scheme of work to deliver mental health and wellbeing section of PSHE curriculum.</p>	<p>Summer 2019</p> <p>Aut 2019</p> <p>Spring 2020</p>	<p>Staff meetings, subject leader meetings</p> <p>Head teacher, Kerrie Carter/Charlotte Leaman</p> <p>Gov. Rev.Sharon</p>
<p>Ensure that PE and after-school clubs are accessible for all pupils.</p>	<p>Lesson observations of PE lessons to be completed termly. Review of after school clubs.</p> <p>Ensure access is available for all pupils including those with physical or sensory disabilities.</p> <p>Provide adult support if necessary.</p>	<p>Spring term onwards and ongoing</p>	<p>TH to report back to PE Gov' and SEN Governor</p>

<p>Ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.</p>	<p>Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.</p>	<p>Staff meetings – spring term and ongoing. Review planning, adjustments necessary to long term plans /trips</p> <p>Pupil interviews in summer term</p> <p>SEN review meetings termly with child and parents.</p>	<p>All staff and Senco</p>
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Signed _____ Headteacher

Signed _____ Chair of Governors

Date _____

Review Date December 2022