



Cowley St Laurence CE Primary School

Accessibility Plan

Date Ratified: July 2022

Review Date: July 2025

Version History

Version	Date	Status and Purpose	Document Author	Changes Overview
1	May 2019	New Policy	Business Support Co-ordinator	Updated the following (adapted from the model policy prepared by The Key for School Leaders): - Updated legislative basis – Equality Act 2010
			Headteacher	Added school vision and content specific to the school to the action plan.
	July 2022	Policy Review	Headteacher	Head of School references changed to Headteacher. Good practice updated to reflect current practice.

Approval

Signed by Chair of Directors	
Date of Approval/Adoption	July 2022
Date of Review	July 2025

Notes on Document

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1 Scope

All 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

Cowley St Laurence CE Primary School, part of the Frays Academy Trust, aims to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Cowley St Laurence CE Primary School's vision is:

Strong in Faith
Kind in Heart
United in Success

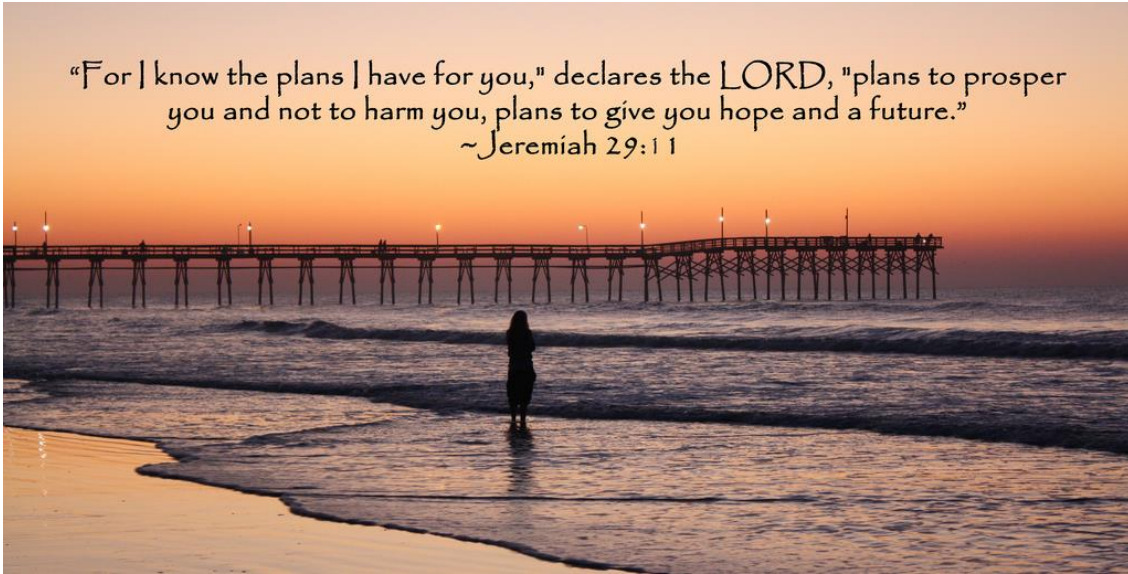
At the heart of our vision are our core values of Hope, Love, Trust, Forgiveness and Faith. We want everyone to feel welcome, safe and included in our school and aim that all pupils, families, staff and the wider community will be part of the family of Cowley St Laurence and through great discovery will flourish together as part of God's world.

At Cowley St Laurence we want everyone to:

- be educated for lifelong learning in order to prepare them for the future.
- make challenging decisions for themselves, and set high aspirations in order to achieve their potential, whilst trusting in God's plan.
- have enquiring minds and take risks whilst discovering more about God's world and their place within it.
- flourish as individuals, having self-belief and self-worth, as part of a wider Christian community.
- respect and appreciate everyone as individuals who are unique and different but are all part of God's family.
- develop their integrity, in an ever challenging world, so that they choose the right path and can reflect when things go wrong and show forgiveness.

We achieve this through:

- Daily worship
- Reflection
- Prayer
- Reflection garden
- Providing learning opportunities through a challenging, creative curriculum
- Supportive ethos
- Christian links with the Church, community and wider world
- High quality teaching and learning



The plan will be made available online on the school website, and paper copies are available upon request.

The trust is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our trust’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 Action Plan

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

AIM 1: Increase access to the curriculum for pupils with a disability

Current good practice	Evidence	Action Required/When?
Teachers and LSAs have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice where necessary.	INSET records for individual and whole school training. External Agency written reports and advice.	Regular SEND Staff Meetings updating advice re knowledge of learning styles. <i>Termly.</i> On-going CPD
Appointment of LSA to work closely with physically disabled pupils.		<i>As need arises</i>
Pupils with emotional, social and behavioural difficulties are supported in school.	Learning Mentor provides 1:1 and group support. Identified pupils to be provided with a Key Worker	Provision Map
Classrooms are optimally organised for disabled pupils.	Classroom space is large and staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment.	Consider Year Group classroom changes to best meet the needs of disabled pupils. <i>As need arises</i>
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by LSAs	Lesson observation records. Lesson Plans Individual Provision Maps	Continue to implement personalised learning when appropriate. <i>Continuous</i>
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, concerts, performances etc.	To extend performing arts in the school.
Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities.	All staff aware of needs & detailed in planning/Individual Provision Maps. Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.	

Current good practice	Evidence	Action Required/When?
All staff plan for additional time required by some disabled pupils to use equipment.	See lesson planning.	
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport.	Specialist equipment – walker / wheelchair	<i>As needs arise</i>
School visits are accessible to all pupils, regardless of attainment or impairment.	See Educational Visits policy – consultations with parents as appropriate. All risk assessments include info re. Disabled pupils. H&S policy.	<i>As needs arise</i>
All staff have high expectations for all pupils.	Lesson Observations, tracking & target setting in place.	
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, IEP Reviews,	Continuing CPD

AIM 2: Improve and maintain access to the physical environment

Current good practice	Evidence	Action Required/When?
The layout of areas such as classrooms, halls, dining hall, reception, playground & field allows access for all pupils. Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs, and steps.	There are double doors or doors wide enough to accommodate a wheelchair. All KS1 classrooms are on one level. KS2 classrooms are on two levels without a lift; years groups are not static, could move floors if necessary. Entrance way to both buildings are wheelchair accessible.	<i>As needs arise</i>
Disabled Toilet facilities are available	Installation of fully equipped disabled toilets.	
Pathways around school are wide enough for wheelchairs	Pathways are clear; gates are wide enough to accommodate wheelchairs.	Some external pathways need maintenance (bumpy) Install signposts to direct people
Parking arrangements for all are logical and safe.	Disabled bays marked at the front of the school.	
Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult.	Testing of alarms on a half-termly basis
Signs are uncomplicated, and unambiguous.	See signage around school.	

Current good practice	Evidence	Action Required/When?
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.	Classrooms are painted in neutral colours.	<i>As needs arise</i> There is a program of decoration in place
All areas are well lit	Audited by H&S.	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Hearing impaired child wears hearing aids attached to a microphone.	Purchase ear defenders for pupils who may need them.
Furniture and equipment selected, adjusted and located appropriately, e.g. writing slope, wedge support etc.	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate.	<i>As needs arise</i>

AIM 3: Improve the delivery of information to pupils with a disability

Current good practice	Evidence	Action Required/When?
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists e.g. use of visual prompts in the Early Years and KS1. Advice followed for pupils with hearing impairments. Lesson observations.	Staff Meetings to discuss <i>when needs arise</i> and <i>on-going</i> CPD
The school will liaise with external support services and agencies or invest in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Hearing Impaired team and Visually Impaired team work with staff in school to provide the support and resources needed to enable to child to access the learning	<i>As appropriate as and when requested.</i>
The school ensures that both in lessons and parents meetings, information is presented in a user- friendly way, e.g. by reading aloud, using overhead projectors/ PowerPoint presentations etc.	Interactive White Board used in every classroom All staff read aloud & for parents who cannot read, information can be read to them.	Separate report can be requested to be sent if a parent does not live at same address PowerPoint Presentations used at workshops and parents' meetings. Website updated regularly & weekly news letter sent to all parents.

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 by the Board of Directors.

The future planned action work will be overseen and co-ordinated by the Governing Body and by the Headteacher. Evaluation of the progress of the plan will be made by the Governing Body on an annual basis.

5 Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy